

GUNNING PRESS

January

1955

Vol. 29

No. 5

Refer to

Cherish Your
ACTIVITY PROGRAM!

By RUTH VAN POOL

A NEW APPROACH
to Secondary Education?

By ROBERT LONG

Tutoring for Future Gifted Children

By RUTH VAN POOL

Children Say Their Words!

By RUTH VAN POOL

Do you value the individuality of each child? Do you encourage the
free expression of his personality? Do you encourage the child to
express his own ideas and feelings? Do you encourage the child to
express his own thoughts and feelings?

High Schools in America

The Clearing House

EDITOR

FORREST E. LONG
Professor of Education
New York University

MANAGING EDITOR

MILLS WELLSFORD

BOOK REVIEW EDITORS

ROBERT G. VISK
Chico State College
Chico, Calif.

EARL R. GABLER
Professor of Education
New York University

ASSOCIATE EDITORS

JULIAN C. ALDRICH
Professor of Education
New York University
New York, N.Y.

JOHN CARR DUFF
Professor of Education
New York University
New York, N.Y.

RALPH E. PICKETT, Assoc. Dean
School of Education
New York University
New York, N.Y.

FREDERICK H. BAIR, Chief
Bureau of Curriculum Develop-
ment
Secondary Education Division
State Dept. of Education
Albany, N.Y.

ROBERT S. GILCHRIST
Asst. Supt. in Charge of Instruc-
tion
Pasadena, Calif.

THOMAS B. PORTWOOD
Supt. of Schools
San Antonio, Tex.

WILLARD W. BEATTY
Educational Consultant
Perkins and Will
171 East Post Road
White Plains, N.Y.

TED GORDON
East Los Angeles Junior College
Los Angeles, Calif.

JOHN RUFF
Professor of Education
University of Missouri
Columbia, Mo.

WILLIAM H. BRISTOW, Dir.
Bureau of Curriculum Research
180 West 55th St.
New York 19, N.Y.

GALEN JONES, Director
Council for Advancement of Sec-
ondary Education, Inc.
1201 Sixteenth St., NW
Washington 6, D.C.

EARLE U. RUGG
Professor of Education
Colorado State Teachers College
Greeley, Colo.

HAROLD B. BROOKS, Principal
Benjamin Franklin Junior High
School
Long Beach, Calif.

HELEN HALTER LONG
Assistant Superintendent for In-
structional Services
Mamaroneck, N.Y.

LAURA TERRY TYLER
Yonkers Public Schools
Yonkers, N.Y.

PHILIP W. L. COX
Professor of Education
New York University
New York, N.Y.

IRVING R. MELBO, Dean
School of Education
University of Southern California
Los Angeles, Calif.

F. J. WEERSING
Professor of Education
University of Southern California
Los Angeles, Calif.

CARLOS DE ZAFRA, JR.
Charlotte High School
Rochester, N.Y.

LEOYD N. MORRISSETT
Professor of Education
University of California
Los Angeles, Calif.

KIMBALL WILES
Professor of Education
University of Florida
Gainesville, Fla.

HARL R. DOUGLASS, Dean
College of Education
University of Colorado
Boulder, Colo.

AVERY F. OLNEY
Reading Consultant
Phoenix Union High Schools
Phoenix, Ariz.

C. O. WRIGHT, Exec. Secy.
Kansas State Teachers Assn.
Topeka, Kan.

Editorial and General Office: 207 Fourth Avenue, New York 3, N.Y.

Subscription Offices: 450 Ahnaip Street, Menasha, Wis., and 205 Lexington Ave., Sweet Springs, Mo.

THE CLEARING HOUSE is published at 450 Ahnaip St., Menasha, Wis. Editorial office: Inor Publishing Co., Incorporated, 207 Fourth Avenue, New York. Published monthly from September through May of each year.

Subscription price: \$4.50 a year. Two years for \$7.60 if cash accompanies order. Single copies, 60 cents. Sub-
scription for less than a year will be charged at the single-copy rate. For subscriptions in groups of ten or more, write
for special rates. Foreign countries and Canada, \$5.10 a year, payment in American funds. Printed in U.S.A.

Entered as second class matter at the post office at Menasha, Wisconsin, under the act of March 3, 1879.

Copyright, 1955, Inor Publishing Company, Incorporated

The Clearing House

A faculty journal for junior and senior high schools

VOL. 29

JANUARY 1955

No. 5

Contents

Cherish Your Activity Program! (Care & Control)	Gerald M. Van Pool	259
A New Approach to Secondary Education?	Forrest E. Long	264
Tutoring: Decisive <i>Plus</i> for Bedford's Gifted Pupils	Paul H. Holcomb	268
Two-Way Video is Practical for Schools	Philip Lewis	271
Guidance Services in Order of Importance	George L. Keppers	274
Self-Improvement for Teachers of Foreign Language	Walter H. Campbell	277
What Parents Think of the Multiple Period	Arthur H. Mennes	280
Dramatizing Parliamentary Usage	Laverne Bane	284
Children, Spare That Window! (Vandalism Curbs) ..	J. G. Fox & A. H. Lazes	287
Why I Walked Out on English Teaching	Blair Hathaway	291
I Let My Pupils Grade Themselves	Philip Benevento	295
What Principals Should Know About Remedial Reading	Davis & Davis	298
We Haven't Really Worked on Our Students	J. Howard Kramer	301
Events Leading Up to the Booby-Trap	William E. Gillis	304
English Teacher Gets Industrial Briefing	Yolan Varga	306
Expert Teachers Are an Experience Curriculum	Carl G. Miller	308

Departments

Recently They Said:	286	Events & Opinion	310
Tricks of the Trade	294	Book Reviews	312
Audio-Visual News	319		

CH articles are listed in the Education Index.

CH volumes are available on microfilm.

NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,500 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

Address manuscripts to The Editor, The Clearing House, 207 Fourth Avenue, New York 3, N.Y.

Social Understanding Through Literature

A Bibliography for Secondary Schools

by G. Robert Carlsen and Richard S. Alm

A carefully annotated bibliography of literature and biography of particular value in senior high school social studies. Contains references to readings of value in developing social, economic, political and cultural understanding of our society.

Nearly 500 titles have been selected and grouped topically so as to be of maximum usefulness. Readings suggested have been geared to the existing social studies curriculum. The references have been compiled with an effort to meet the reading interests of the high school student. The index of authors and titles is a helpful feature. The bulletin is a practical aid to classroom teachers, supervisors and librarians.

Bulletin Number 28 (1954) Price \$1.25 (Quantity discounts)

Order from

National Council for the Social Studies

1201 Sixteenth Street, N.W., Washington 6, D.C.

THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 29

JANUARY 1955

No. 5

Cherish Your ACTIVITY PROGRAM!

Notes on the care and control of a vital force

By GERALD M. VAN POOL

PERHAPS THE first activity program began, as noted in an *Illinois Education* article,¹ when the teacher of a little, one-room schoolhouse celebrated the Christmas holidays with treats for the pupils. Moreover, according to this same article, the treats occasionally consisted of a mixture of molasses and whiskey.

It has been reported that it was not unusual to throw the teacher into a snowbank or dunk him in the icy waters of a near-by creek unless, or until, he brought treats of this type. In 1838, in a school in Champaign County, we note that all of the boys got drunk as a result of such activity. Whether or not such festivities were really the beginning of the school activity movement we can't be sure, but we do know that the activity program in schools was not deliberately planned.

We know that it began with the pupils, with a manifestation of pupil interests; we know that the various activities were only tolerated at first and by many were looked upon with disdain. One teacher is quoted as saying that extra-class activities were "what used to be looked upon as dissipation in my day." In such an atmosphere of

suspicion and hostility, the activity movement got off to a slow start, back in the days when it didn't seem to make much difference what a pupil studied just so long as he didn't like it. A more or less common opinion then (and unfortunately a somewhat common opinion now), was that if a pupil liked his school work, there must be something wrong with the school program or the method of teaching it. A subject, it seemed, could not be both educational and interesting!

In any event, the activity movement seems to have slipped in on us when we weren't looking. Finally, when some extra-class activities were grudgingly permitted in the school, the teacher was neither required nor expected to take time away from his subjects to assist in the new field of pupil interest. The teaching and the learning of subject matter from a book was the most important activity in which the pupil ought to be engaged; extra-class activities were "fads and frills" and were not to compete with the really serious business of the school.

There are some modern critics of present-day schools who feel the same way and, in some cases, probably with good reason. However, one can't help wondering what a

¹ See Vergil M. Ragsdale, and Francine Richard, *Illinois Education*, December 1953, pp. 120-25.

critic is thinking when he subscribes to the thoughts expressed in a full-page advertisement in a recent issue of the *Washington Evening Star*.² This advertisement criticized schools in general, stating in some columns what "traditional, up-to-date education" ought to be and in other columns, what "education for socialism" is. It is interesting and revealing to note that under "education for socialism" were included such subversive activities as the student council, class meetings, special assemblies, and Christmas parties.

Certainly all of us believe that we must not, we *dare* not, neglect what is better known as "formal" education. Our children need to be educated—that's why they are sent to school. But they have to be educated for living in a *modern* world; they have to learn how to get along in that world *now*. What we need is to maintain a reasonable balance between this so-called "formal" education and an intelligent activity program.

Whether we like it or not, the day is gone when a school could teach only the three R's and be considered an effective school. It simply is not enough any more—if ever it was—to teach a pupil only to read, write, and figure; to recite a long list of dates and events and repeat, parrot-like, what he read in a book. Pupils in these times need a totally different kind of education from that which was considered sufficient fifty or a hundred years ago.

In the old days, children were kept busy on the farm doing all kinds of chores. Even the town boys and girls had their regular duties every day. Few boys and girls have such jobs in these modern times; there is no wood to be chopped, water to be drawn, or fires to build. Everyone, including children, has more leisure, more time to himself. Something must be done, by *someone*, to find a useful outlet for natural energies.

Unfortunately, the home has relinquished many of its former responsibilities; the children have less and less to do and the

family, in far too many cases, has not attempted to find something to take up the time which in days gone by was used in homework and chores. Whether this came about by design or pure accident does not change the situation a whit; the fact remains that the schools have had forced upon them—have had to accept—many of the responsibilities formerly assumed by the family. The schools have had to find something for pupils to do over and beyond the usual school program, in *addition* to the formal subject matter. The schools have answered with an intelligent, well-planned, and well-managed activity program. I am of the opinion that they have done very well.

The United States Office of Education made a survey which showed that between 1930 and 1950 almost 4,000,000 high-school pupils were involved in some 190,000 extra-class groups. If this huge activity program were given up, it is interesting to speculate on what the family would do to provide useful activity, to help their children use wisely the time thus released. Fortunately, through the year, the value of the extra-class activity program has been recognized by thinking people; the movement has grown and it has improved.

This is evidenced in many ways, but particularly by the many classes offered in colleges on the organization and administration of various extra-class activities, the numerous textbooks which deal with the subject, the initiating of summer training programs, the appointment of directors of pupil activities, and the consideration of activity problems at educational conventions. We are all more or less aware of the fact that, in many schools, the activities which were first looked upon with suspicion are now a generally accepted part of the school curriculum, many critics notwithstanding.

Johnston and Faunce,³ quoting the

³ Edgar G. Johnston and Roland Faunce, *Student Activities in Secondary Schools*. New York: The Ronald Press, 1952, p. 7.

² March 2, 1954.

Michigan State Department of Public Instruction, say, "If the fundamental task of the school is to prepare children for life, the curriculum must be as wide as life itself. It should be thought of as comprising all the activities and experiences afforded by the community through the school whereby the children may be prepared to participate in the life of the community." If we share this view, then the activities program must become, in part, at least, actually curricular.

Dr. Elbert K. Fretwell, noted pioneer in the activities movement, says, "It is the business of the school to organize the whole situation so that there is favorable opportunity for everyone, teachers as well as students, to practice the qualities of the good citizen, here and now, with the results satisfying to the one doing the practicing."⁴

This made good sense when Dr. Fretwell first said it and it makes good sense now. If we want our children to become well-rounded, capable, interested citizens, we must give them practice in doing the things which a good citizen does. In many schools throughout the country, a great deal of work of this type is carried on and the desired results obtained through the activity program. Some of the various means used to accomplish the desired ends are:⁵

1. Participation in school government (the student council)
2. Drives and community activities
3. Religious and social welfare activities
4. Social Affairs
5. Athletics
6. Publications
7. Music
8. Subject clubs
9. Dramatics and public speaking
10. Assemblies
11. Homeroom programs
12. Miscellaneous

Present-day critics, probably including some parents and some teachers themselves,

⁴ Elbert K. Fretwell, *Extra Curricular Activities in Secondary Schools*. Boston: Houghton Mifflin Co., 1931, p. 2.

⁵ L. W. Webb, Chairman, et al, *The North Central Association, High School Reorganization*. Ann Arbor, Mich.: Ann Arbor Press, 1933, pp. 359-62.

EDITOR'S NOTE

The activity program, Mr. Van Pool indicates, is a power for good that is out of all proportion to the time and effort that secondary-school faculties devote to it. He explains the things we can do to increase the good outcomes of the activities schedule. This article is based upon the author's speech at the convention of the Tennessee Association of Secondary-School Principals in April 1954. Mr. Van Pool is Director of Student Activities of the National Association of Secondary-School Principals, Washington, D. C.

still question the value of the activity program. There are still some who claim that music, athletics, dramatics, and all the rest are *really* fads and frills which could and should be dispensed with. Perhaps, then, it would be well to list some of the chief objectives in a well-planned, intelligently-administered activity program. Such a list would include:⁶

Individual Outcomes:

- Using leisure time effectively
- Developing appreciations
- Enriching personality
- Achieving self-realization for good purposes
- Developing personal initiative and personality
- Learning how to conduct and participate in a meeting
- Affording opportunity for self-appraisal by individual
- Enabling the individual and group to capitalize on his interests.

Social Outcomes:

- Providing mental and physical recreation
- Gaining practice in working with others
- Developing democratic group responsibility
- Learning to practice good human relationships
- Understanding group processes
- Furthering good pupil-teacher relationships
- Increasing social contacts.

Civic and Ethical Outcomes:

- Establishing bonds of understanding between

⁶ Ellsworth Tompkins, *Extra Class Activities for All Pupils*. Washington, D.C.: Federal Security Agency, p. 3.

pupils of all races, creeds, religions, economic status, and abilities
 Implementing the unifying process essential to the support of American ideals
 Interpreting and diversifying the curriculum
 Helping youth to like school.

In sharp contrast to the idea prevalent some years ago that "it doesn't make much difference what a boy studies, just so long as he doesn't like it" (and I am fully aware that that is an exaggerated statement), we know that many more pupils now like school than ever liked it fifty or a hundred years ago. We know that one of the reasons for this is the activity program; we know that pupils often remember more vividly what they did in a club than what they did in class. The activity program is one of the prime reasons for the present increased holding power of the schools.

There are some who will reason that it is not especially commendable for a pupil to stay in school just so that he can play basketball, for example, but it seems to me that it is better to keep him in school for *that* reason than to lose him entirely. It is certainly true that if the activity program were discontinued, many pupils would leave school forthwith. To do what? Certainly some of them would be turned loose on the streets.

To help develop this love of school and continue school spirit at a high level is not easy and does not just happen. High-school administrators, the colleges, and the general public all have numerous, specific responsibilities, among which are:

1. The faculty and staff must meet regularly to consider their responsibilities to the activity program. They must accept the less formal school activities along with the formal and cheerfully give of their time and talents to assist in some activity. Everyone on the staff should share as equally as possible in these responsibilities.

2. Teachers should be given extra time or extra compensation when, and if, possible. It is not fair, nor very good adminis-

tration, to pile extracurricular duties on top of an already heavily loaded schedule.

3. The pupils' viewpoints must be considered; it is difficult to see how a successful activity program can be foisted upon the pupils. They must be considered before a major change is made and must have an opportunity to express their views. In some schools it is not unusual for pupils to sit in on an occasional faculty meeting.

4. Wherever possible, a full-time activities coordinator should be appointed, and given both time and facilities to make the program function as it should. This may be somewhat difficult in small schools; in others, it is perfectly feasible.

5. Certain definite principles should be employed in the formation and administering of an effective activity program, among which are the following:

- a. The school should establish a truly effective and constructive program but each school must decide for itself what such a program will consist of in that school. Faculty, administration, pupils, and interested citizens should be consulted for their ideas.

- b. Most extra-class activities should be held on school time.

- c. Every pupil ought to be in some activity; some will have to be urged while others will have to be curbed a bit. No one should be forced to participate; rather, it would be better to present such an attractive program that everyone will want to share in it.

- d. There should be democratic principles of admission to all activities.

- e. No out-of-school members should be allowed and no one not enrolled in school should be permitted to take part in the program.

- f. Members of an activity should not, as a general rule, be excused from class to take part in the group's activities.

- g. A strong program of leadership training should be inaugurated.

- h. There should be proper administration and supervision of the program, with all that this implies. For example: How often should an organization meet? (Probably once a week, for one period.) Should the group receive its charter from the student council? (A good idea.) Who may belong? (Anyone in the school who can qualify.) Should more than a passing grade be required for membership? (Violently argued but I believe not, except for

membership in an honor society.) Does the student council rule? (No. It is the voice of the pupil and speaks for him. It shares in the management of the school but this is not self-government.)

6. The schools should improve their contacts with colleges and use whatever influence they have to encourage colleges to do better in the training of teachers who are capable of advising an activities group. Dr. William S. Sterner of Rutgers University⁷ made a study some years ago concerning the training of sponsors in college, and found that by far the largest proportion of new teachers in New Jersey had little or no preparation for sponsoring or advising clubs. Yet almost every one of them was doing just that. Colleges could and should do more to train young teachers in the business of advising some extra-class activity.

7. And, finally, the public should be informed regularly about what the activity program is, what it tries to do, what it hopes

⁷William S. Sterner, "Preparing Teachers to Sponsor Activities." *The Bulletin of the National Association of Secondary-School Principals*, February 1952, pp. 32-44.

Freedom Is a Happy Medium

There is insecurity in a goldfish bowl where there is a sneaking cat about. The never-ending arrogance and audacity of political witch hunters and inquisitors have induced a terrifying fright in our usually devoted school teachers. Some campuses have become inane eddies of quiet desperation. Scientists chafe under the imposition of secrecy. Science and secrecy are not reconcilable ordinarily with intellectual honesty.

In a quarantine against communicable intelligence the incentive to explore and inquire is discouraged and lamed. Some scientific workers walk around in their laboratories in a mood of exacerbated impotence, without enthusiasm, fearful of losing their economic foundation. Others have been smeared, ostracized, uprooted. Textbooks have been expurgated and withdrawn from circulation. Controversial issues have been barred from many classrooms. Out of an enraged imprisonment nothing creative can issue. To the teacher freedom is as essential as the stream is to the fishes.—IONE HAN-SOME in *The Social Studies*.

to accomplish, and how this is being done. Without doubt, much of the present-day criticism of our schools is due to the fact that the general public simply does not know what it's all about! All of us have a tendency to be afraid or suspicious of what we don't know. In many school systems it has been found that once the public has been taken into the school's confidence and once it has been explained what we are up to, the school usually gets the support to which it is entitled.

There are many reasons, then, for inaugurating and continuing a well-organized and well-directed school-activity program: Such a program uses the pupils' natural drive for a good purpose; it prepares them for active life in a democracy; it teaches social cooperation, increases their interest in school, helps to develop school morale, fosters sentiments of law and order, and discovers many special abilities. Certainly a program which does all this cannot be charged with being little more than a frill, a passing fad. Certainly it cannot be interpreted as "education for socialism."



Java for Teacher

The Malvern, Ark., High School Student Council took as one of their main projects this year the opening of the Student Council room during the noon hour to the teachers. Here coffee is served all during the hour.

This has done much to bring about a friendly relationship among the teachers and to give members of the faculty an opportunity to know one another better.

The Council president appoints two students to serve for a two-week period. They go down before noon, make the coffee and arrange the serving table. The two sponsors of the senior council along with the sponsor of the junior council alternate at the service during the hour, and the students return during the first period after lunch to clear the table and clean up.

A congenial air and a feeling of relaxation exist as superintendent, principals, and teachers drop in as they find time for coffee and a friendly chat.—Mrs. H. H. OVERTON in *The Journal of Arkansas Education*.

A NEW APPROACH to Secondary Education?

By FORREST E. LONG

THE business magazines, the financial pages of the daily papers, and the ever-present commentators have been telling us that the country is experiencing a rash of industrial mergers. If mergers are good in industry maybe they also are good in education, and for essentially the same reasons.

On August 20, 1953 the Council for Advancement of Secondary Education was incorporated, sponsored jointly by the Executive Committee of the National Association of Secondary-School Principals and the National Better Business Bureau. It will be interesting to see whether the pooling of research interests of these two blue-chip organizations will set a pattern for future mergers among other special-interest groups.

When an industrial merger takes place, usually we expect the combining companies to have at least something in common. However, the research activities of the NASSP and the NBBB seem to have only a minimum of common elements. For example, this particular amalgamation seems to be about as illogical as a merger would be between Kellogg's corn flakes and the Boy Scouts of America.

At any rate, the marriage that resulted in the Council for Advancement of Secondary Education, a New York membership corporation, took place on August 20, 1953. August has long been thought of as a favorite month for a marriage, especially for those couples who were unable to make up their minds in June. In a manner of viewing the situation, it was an elopement—and the public announcement was not made to the membership of the association until the February 1954 annual meeting, six months later.

The two organizations had long wooed one another. Some years ago the National Better Business Bureau provided the funds, some \$400,000 "with no strings attached," for the preparation of a series of eleven bulletins on consumer-education problems. Thomas H. Briggs, Emeritus Professor of Education and a long-time *padre* of the NASSP, was chairman of the committee that produced the bulletins and he is chairman of the new corporation.

It has long been customary for organizations of teachers and school administrators to accept funds from private donors, and from industry, for special research projects. However, this idea of incorporating a membership organization to do the research in the names of the two parent groups is something quite different. One business man, when he heard of this venture, quipped: "Heretofore we business men have had to enter the schools by the back doors. In this case the principals walked right out and escorted us in the front way."

Small wonder that the announcement of the creation of the new council evoked varied comments! The reactions of principals ran all the way from enthusiastic approval to specific opposition. To date, THE CLEARING HOUSE has received twenty responses to inquiries sent to state high-school principals' organizations. Six approved the idea of the new council, five disapproved, and nine wanted more time, had reservations, were uninformed, or were non-committal. No one knows for certain how the membership of the association feel about the matter—they were never canvassed, and they never discussed it, in meeting.

The newspapers picked up the anything but restrained statements by Briggs on the occasion of his announcement that the Council for Advancement of Secondary Education actually had been incorporated by the "Executive Committee" of the association. This was at the 1954 Milwaukee meeting of the National Association of Secondary School Principals.

Dr. Briggs seemed a bit petulant when he remarked that the National Better Business Bureau in an earlier joint venture provided \$400,000, from anonymous donors, for the Consumer Education Study, yet many schools don't use the eleven bulletins. "If we are to justify continued contributions by public-spirited citizens," said Briggs, "we must manifest professional competence and courage by finding a place in the curriculum for what our laboratory, supported by unselfish and hopeful contributions, produced. We have not done that convincingly enough in the past." (Actually, the bulletins did enjoy a wide distribution and sale.)

When the program of the new corporation is ready, any tendency toward inertia on the part of the high schools will be overcome by hiring agents who will "arouse every community to active and effective support of a constructive program," according to Briggs. In order to promote the "materials prepared by our professional organization [we] will need what textbook publishers have found necessary, agents."

The annual meetings of the association have not been notable for startling pronouncements. But not so the 1954 gathering! Visions arose in some minds, of agents of this new super-colossus helping the local high-school principals to upset the complacency of their school boards and teaching staffs. "Educational revolution," Briggs mentioned, and "radical curriculum reconstruction." He promised that "the Council's agents will work with the public, whose approval is necessary."

It was inevitable that some principals would take this to mean that the corpora-

tion will by-pass the legal and conventional education authorities—state boards of education, local boards of education, and local school authorities. Such ideas were not dispelled by the brochure issued by the National Better Business Bureau. "Results [of the program] will be taken directly to the community level," we read, "and action urged through leading citizens and townspeople."

Some principals hailed the announcement of the formation of the Council for Advancement of Secondary Education, Incorporated. However, this enthusiasm was not shared by the editor of *Nation's Schools*. His editorial, April 1954, took particular exception to two features of the new corporation: (1) Anonymous gifts; and (2) "Isn't it dangerous for the public to gain the impression that the secondary school principals, as a national organization, are allying themselves rather closely with a special-interest group in a predetermined program of indoctrination as envisioned by Dr. Briggs?" The editorial also indicated that it is "the function of school boards and of citizens of state and local communities to decide whether the secondary-school curriculum is 'wasteful' and whether there has been neglect in teaching economic theories."

EDITOR'S NOTE

THE CLEARING HOUSE office has received many inquiries from readers about the nature and purposes of the new Council for Advancement of Secondary Education, Incorporated. The nature of this new corporation is unique, in that it represents a merger of the research activities of the Executive Committee of the National Association of Secondary School Principals and the National Better Business Bureau. The published purposes seem to imply the promotion of an "educational revolution."

F. E. L.

Just what the membership of the NASSP would decide if called upon to approve this arrangement with the National Better Business Bureau and the Council for Advancement of Secondary Education is a question. The "voice" of the American high-school principal was not heard in this case, unless one wishes to assume that the Executive Committee indeed speaks with that voice.

Judging solely by the articles of incorporation of the new council, the contract does not seem to bind the sponsoring parties to any perpetual relationship. This charter, approved by the State of New York, does not so much as mention either the NASSP or the NBBB. Admittedly, there are some commitments to the NASSP in the by-laws of the council but these by-laws can be amended at will by vote of the council trustees. The by-laws seem to make the trustees a self-perpetuating body. Obviously, if the corporation, by their own vote, can amend their commitment to the association, the ties are not very binding.

When everything is considered, the council appears to be another private membership self-perpetuating corporation. While it was launched with the explicit sanction of the Executive Committee of the National Association of Secondary School Principals, there appear to be no legal ties linking the two organizations. All those interested in promoting a better secondary school will wish the council well just as we might hope for the success of any group of prominent citizens genuinely interested in improving the high schools. Incidentally, practically everybody believes that there is ample room for additional research in secondary education.

Furthermore, it should be evident to all that no board of "not less than nine nor more than fifteen" directors "who shall be known and styled as trustees" can ever really speak for the American high-school principals. It is believed that informed school people will understand that no such group, however distinguished, can recruit

agents and send them out to "arouse every community to active and effective support of a constructive program," and that this action can be taken in the name of the American high-school principals. The control and direction of secondary education will remain where it belongs, in the hands of state and local boards.

Naturally the future of the council cannot be predicted at this time. As a private membership corporation interested in research and promotion, it could be a power in reorganizing the high-school curriculum—indeed, it might even promote a "revolution" in secondary education. However, the trustees are a group of distinguished men, generally conservative in their outlook—men who are not likely to propose any very startling innovations. In fact, the National Better Business Bureau brochure seems to say that a chief objective is to get more and better courses in economics into the high-school curriculum. Practically everybody can applaud this aim.

Luckily, the structure of the NASSP will be so modified in the near future that no small group of seven members of the Executive Committee will be expected to speak for the thousands of members of the organization on such significant matters. "Regardless of how laudable the objectives of the Council may be," wrote one association member, "this is a perfect example of an action that requires grass-roots support to be successful." If the council succeeds in getting this local support from principals there will be no need for agents to sell the program. On the other hand, if the grass-roots support is not forthcoming, high-pressure selling will be quite useless.

The NASSP has a committee working on a new organizational structure. The long outmoded practice of having a single member of the seven-man Executive Committee elected each year and annually moved up through the chairs, is about to be abandoned. As Joseph McLain, former president, writes: "This Committee on structure

and organization will also be concerned with proposing ways by which the leadership of the association may be elected in a 'more democratic manner.' "

Obviously, at this stage, the Council for Advancement of Secondary Education would be in a much stronger position if its aims and objectives had been discussed and

approved by the members of the NASSP. When the association finally adopts some form of representative legislative assembly as its governing board, then we may be certain that its official actions will carry a much stronger wallop than they do at present. This reorganization seems to be overdue.



Who Are Producing Guidance Materials and Who Will Watch Them?

Who provides the counselor or personnel administrator with his tools, with his tests, directories, manuals and handbooks, or with advice on how to set up and develop his program?

In modern society, social needs are met by means of the understanding, enterprise, ability, and resources of individuals, business organizations, government agencies, voluntary groups, or some combination of these. At different times in our history one of these agents of social development may be favored, and at other times another. Let us take a few minutes from the rush of doing things, and look into the question of who has been doing what for the development of guidance resources. . . .

1. From 1920 to about 1930 tests, occupational descriptions, directories, handbooks, and consultation services, i.e., guidance resources, were developed and provided largely by individuals. Names such as those of Otis, O'Rourke, Stenquist, Lane, Parker, Wilma Bennett, Murtland, and Clark stand out as the sources of tools and materials for use in guidance. . . .

2. From about 1930 to about 1935 voluntary groups for the development of guidance resources flourished. This was the time of the Minnesota Employment Stabilization Research Institute, the Adjustment Service of New York, and the National Occupational Conference. . . .

3. From 1935 to 1946 government sources of aids to guidance and personnel services developed apace. Resources being developed for the depression programs after the government assumed leadership in the mid-thirties were further developed, with the impetus given to manpower utilization by the wartime boom. This was the period in which the Office of Education, the United States Employment Service, the War Manpower Commission, the Bureau of Labor Statistics, and the Women's Bureau

had ample support and developed a great variety of resources. . . .

4. With the 1950's we entered a period of renewed emphasis on private enterprise and voluntary organization. Some of this activity is good, but some is regrettable. While some former state supervisors of guidance have continued their important work, and others have merely changed to the sponsorship of cities or universities, a distressing number have become test salesmen in the guise of consultants. There seems to be no let-up in this shifting of employment. As two publishers launched new programs of test construction and validation, another major publisher spent large sums to have his test booklets streamlined like a fleet of Studebakers instead of to have them validated. With the decreased flow of occupational information materials from the Office of Education and the United States Employment Service, the efforts of private publishers of such materials assume greater importance than ever.

It is at this critical time, when private entrepreneurs and foundation-supported organizations are again assuming leadership (good or bad) in the development of guidance resources, that the American Personnel and Guidance Association . . . finds itself in a position to play a major role. . . .

The government programs had built-in safeguards, some of them put there with the help of the profession. What safeguards have we built into the freely competitive framework within which we now operate? There can be only one effective safeguard against exploitation or neglect in a free system. It is the safeguard of a truly professional association, made strong by alert, informed, and active members. . . . This is APGA. Let us live up to our promise and our responsibility.—DONALD E. SUPP, President, American Personnel and Guidance Association, in *Personnel and Guidance Journal*.

TUTORING: *decisive plus* *for Bedford's Gifted Pupils*

By
PAUL H. HOLCOMB

BARBARA LEARNED to read Spanish with two twenty-minute lessons a week. At the end of the school year she took examinations with the regular high-school Spanish class and rated second in a group of thirty-five. This was done by tutoring.

Tutoring, an almost forgotten art, has been the method of instruction for talented pupils since time immemorial. Disraeli, Bismarck, Jefferson, Locke, Mozart, and an endless list of great people have been the products of private instruction. Music teachers today are producing musicians with weekly lessons which seldom exceed an hour.

The Ohio State Department of Education has found that hospitalized and physically handicapped children who are home bound can keep up with regular classes with five hours of private instruction a week.

This article is not intended to suggest a change in the tested and proved methods of modern education other than to point out a way better to meet the educational needs of gifted children. Such children have some intellectual characteristics which are not generally accommodated in the usual educational environment. The tutor for the gifted would occupy a place superimposed upon regular education.

In the Bedford, Ohio, City Schools, where I direct a tutoring and guidance program for children whose I.Q.'s are above 130, third-grade children have completed beginning courses in German and Spanish. Ruth, a fourth-grade pupil, is studying world history at the high-school level. David, who is in the sixth grade, is de-

voting his attention to algebra. Bill, in three years, has written more than four hundred compositions for the piano. These are only a few of the more than eighty children from grades one through twelve who are enrolled in a special enrichment program.

These children attend the regular classes in school, where they go through the conventional courses of study just like other children. By doing this they receive all of the essential elements of basic education in an orderly and logical sequence. They are also molded by the socializing democratic experiences which come from both the conflict and the cooperation in group situations. To attend regular classes with average children is proper. Dr. Paul Witty, one of America's foremost authorities on the gifted, says that gifted children are more like other children than different. Most of their time can be spent profitably with children of average ability.

Standard class instruction, which is by its very nature limited to the interests and abilities of the group, cannot completely reach and adequately develop the gifted. Hence, the child with phenomenal memory and ability to make abstract generalizations, who is also endowed with driving curiosity and creative impulses, will benefit from careful, sympathetic and understanding encouragement and guidance beyond that which the classroom can offer.

Parents usually assume this responsibility. Many eminent people pay tribute to farsighted mothers and fathers who created the emotional and stimulating climate in which their greatness was fostered. How-

ever, a tutor who is free from emotional attachment to his pupil can contribute immeasurably to the mental growth of such a child.

The tutor need not be an authority in every field. On the other hand, there are certain requirements which he should meet.

First: He needs to have the kind of sincerity, enthusiasm, and intellectual integrity that will inspire confidence. He must be able to establish rapport. He must be humble. Children will not respond to a person who tends to overwhelm them with information or who urges and cajoles.

Second: He must understand child development and be able to adapt himself to the progressive stages of his pupil's mental and emotional growth. One of a child's greatest joys is his realization of his own progress toward maturity. When an adult talks to him or treats him as though he were younger than he is, he will feel hurt and unrewarded and will often exhibit an emotion akin to disgust.

Third: The tutor must have a profound respect for all areas of learning and be able to find source materials in any field. He should also know how to organize and use community resources.

The characteristics which distinguish these children need special and serious attention. In order that the gifted may achieve their optimum development they must be placed in situations which will stimulate their curiosity and creative interests. Those conditions which meet the requirements of individual differences and personal interests can best be directed by tutoring and counseling.

Xenia, twelve years of age, became interested in the origin and growth of the great religious movements. In her search for information, which consumed several weeks, she examined several source books of both ancient and modern religions. She also studied sections of some of the sacred books such as the Koran and the Vedas. She continued her project by writing more than a

hundred pages as a summary of her findings. Such activity as this is indeed unusual and needs the most sympathetic understanding and encouragement. Curiosity in useful fields matures best under favorable and stimulating conditions. Those conditions which meet the requirements of individual differences and personal interests can best be directed by tutoring and counseling.

The question is often asked, will not the pursuit of a special field tend to cause a child to become one-sided? All persons who have risen to positions of influence and usefulness have made their contributions in special fields. Beethoven is known for his music. Rembrandt is known for his art. Churchill is a statesman and Henry Ford was an industrialist. Whether one is a religious leader, a scientist, or an educator, he develops certain qualities and abilities in a particular field, beyond and more specialized than the qualities and abilities needed for his general development, if he is to come to full realization and maximum social usefulness.

The problem is not one of one-sidedness but one of giving effective help to children while they explore the fields of their greatest interest. When ten-year old Judy, while making an insect collection—an activity which is quite common with most children at some stage of their development—memorizes the scientific names of her hexapods (insects) and organizes her collection by order, family, genus, and species, she

EDITOR'S NOTE

The Bedford, Ohio, City Schools have a special tutoring and guidance program for children with IQ's above 130. At present about 80 pupils in grades 1 through 12 receive this special education. With the plan now in its fifth year, Mr. Holcomb, psychologist and director of the program, discusses the soundness of the idea, how it operates, and some of its significant results.

achieves a high level of personal satisfaction. At the same time she has improved her study habits and increased her knowledge in a useful area.

But more than all else, she has opened the door to new and greater knowledge and interest years before most people know that such knowledge exists.



The Brief Case Boys: Practically From A to Z

It has been one of my pleasant duties for the past two decades to meet, greet, and attempt to resist the hoard of "brief case boys" that beat a path to the door. Incidentally, this is another place where our teacher-training institutions fail. Why were we not warned? Why were we not given some training on how to build up some sales resistance? Many of us were completely unprepared to deal with the pressure boys.

These harbingers of goods come in all shapes and sizes. They have a variety of techniques that vary from that of the "shy guy" to the "big time operator." Life would be pretty dull without them. We are not unaware of the contribution that they make toward keeping us educational fossils up to date. Some are mere peddlers and others are suave operators. Their techniques range from flattery to intimidation. Whatever their faults, they give us a fresh viewpoint. When a salesman opens the door, it is a little like opening the window and letting in draughts of fresh air, ideas, and inspiration. Let me introduce you to a few of the typical types.

The Atomic Special: Well dressed, well groomed, and glib tongued, he feels he must be the life of the party. He monopolizes the conversation during his audience. His approach is something like this: Confidently sitting on the corner of your desk, he leans forward and confides out of the corner of his mouth, "Say, I just picked up a cute little story in the south." . . . "It seems that there was a certain hillbilly who had never been to the city, etc., etc."

This guy is terrific in his own opinion. He once read a book on the dynamic personality and he barges in on you as if he had just had his battery charged. . . .

The Job Peddler: This smoothie infers that if you buy from him he will see that you get a better job. He knows intimately the president of the school board in most of the larger cities in Iowa (he says). . . .

The Premium Hound: His approach is also subtle. He tells you that he stopped at your house and just happened to have a chat with your beautiful wife. You find later that he slipped her a can opener or an egg beater. He is too subtle to offer it to you. . . .

The Big Time Operator: This bird breezes up in the car that you wish you could afford and starts something like this, "How would you like to save \$1,000? Now, we are in a position to do this favor

for some of our best customers. We had just purchased a carload of these snip-snappers before the price jumped. It's a steal! Oh! You don't mind my smoking a cigar in your office, do you? Shall I put you down for a gross?" . . .

The Bore: This peddler is a plugger. He has no imagination. He simply leafs through his catalog and asks you whether you want to buy every item that is in it. You shift in your chair, pick up papers off your desk, and give him all the hints you can that you are in a hurry. He drones on like "Old Man River." "How about some thumb tacks, paper clips, rubber bands, or a real good penny eraser?" . . . His one redeeming attribute is that once in awhile he does remind you of something that you have completely forgotten. . . .

Casper Milquetoast: This poor little man has a negative approach which starts out something like this: "You don't want to buy any of these pencil sharpeners, do you?" He acts as though he would be disappointed if you made him write up an order. . . .

Joe Blow: This typhoon has the lung capacity to blow up a basketball without ever drawing a second breath. He has the only product on the market. If you ever mention one of his competitors, he puffs up like a horned toad and all but blows you out of your chair. He is strictly a "go-go-go" boy. If you do not agree with him he smiles condescendingly and feels sorry for you. . . .

Master Salesman: This wholesome character greets you as though you were the one really important customer in his territory. He radiates a smile that would thaw a deep freeze. He asks you about some personal interest of yours that he remembers in amazing detail. He sells himself so thoroughly to you that your only worry is that you might not be able to give him as large an order as he deserves. Finally, you bring up the subject of business and apologetically tell him that you only wish you could increase the amount of the order. He thanks you as profusely as though you were president of General Motors.

You follow him to the door and hope that the high opinion he seems to have of you is unchanged. He is about the most considerate fellow you know. The secret of his success seems to be that he makes you feel like the guy you have always wanted to be.—
JOHN HAROLD in *Midland Schools*.

TWO-WAY VIDEO

is Practical for Schools

By
PHILIP LEWIS

WITH THE advent of low-cost, compact television cameras, it is now feasible for educational institutions to plan intra-television systems that have exciting potentialities. Such a layout has just been completed at Chicago Teachers College, following almost two years of experimentation with portable equipment and temporary cables. Although the installation to be described has been designed specifically for teacher-training purposes, many of the conveniences resulting are readily adapted to high-school needs and activities.

Equipment Arrangements

Five separate TV antennas are located on the roof of the College. Each is adjusted to bring in the best signal from a different metropolitan station, including provision for the new educational station. Since all signals are not received with equal strength, the antennas are connected to booster amplifiers, which raise the level sufficiently for distribution throughout the building by means of coaxial cable. Each classroom is fitted with a plug-in box permitting the connection of a video receiver in a matter of seconds. The signals received are interference-free and result in optimum images on the screen.

A second coaxial cable network terminates at additional connectors on the plug-in boxes and is finally wired to additional amplifiers. This arrangement permits the connection of a television camera in any of the locations as desired. The system has been designed so that three cameras can operate locally and at the same time. Receivers in the classrooms are adjusted to

select outside programming from distant stations, or local programs from the school-owned cameras through use of the conventional channel selector switch. The cameras are adjusted to transmit their signals over channels not used by commercial telecasters in the area.

A four-wire intercommunication cable also connects to a third outlet in the plug-in boxes and provides the convenience of an audio-amplified system for distributing voice or music to the many rooms.

A supplementary project, now in the advanced planning stage, is a large television studio to be located in the Dome Room of the main college building. When completed, this unit will provide first-hand experiences for teachers in training as well as teachers in service and assist them to capitalize more effectively on the potential of educational TV. Programs originating in the Dome will tie-in with the coaxial distribution system to permit audience viewing anywhere in the building. An eventuality would be the addition of a micro-wave relay on the College roof to direct local programs to Channel 11, Chicago's proposed educational television station.

Receivers in Each Classroom

It is planned to have receivers permanently installed in every classroom, and built-in cabinets have already been designed to protect the sets as well as to provide adequate ventilation and easy access for servicing. Thorough testing revealed that 21" screen receivers are satisfactory for the usual classroom. Some larger rooms are fitted with two receivers, while three 24" sets are

needed in the auditorium. The coaxial cable employed is of a variety that will carry color television signals when this is practical from a cost point of view.

Any institution can start a system of this kind if it is willing to plan an expandable type of installation. Perhaps only a few rooms would be serviced initially, then others could be tied in as needed. At first, a single TV receiver mounted on a mobile cart for each floor to be serviced would suffice, until other receivers are available. Television cameras are now priced as low as eight hundred fifty dollars. The total cost of the cable and amplifiers varies with the kind and scope of installation desired. In many instances the labor can be recruited from the local student body under the supervision of a qualified technician.

Unique Applications

In the laboratories and shops the installation can be used within a single room for magnification purposes. Thus, a demonstration of a hand skill, the performance of a chemical experiment, the examination of a biology specimen, or the illustration of a magnetic field trace created with iron filings can be done under the watchful eye of the TV camera. This same device can be directed into the eyepiece of a microscope or telescope. Through this procedure every member of the group is afforded a ringside seat and may watch the ongoing activity on one or more television receivers.

Each semester the entering freshman class at Chicago Teachers College requires careful orientation and introduction to the regular and special features of the school. With captive television the newly admitted young people are to be seated in a central location while the television camera is taken on tour. Visits will be made to the library, the lunchroom, to key staff personnel in their customary environments, and to a score of other strategic points of interest.

Good programs originating in a classroom, library, the audio-visual center, and other

locations, can be picked up electronically and reproduced on the three large receivers placed around the perimeter of the auditorium stage. In this way the entire student body shares valuable experiences ordinarily restricted to small groups. Likewise, theater workshop productions on the stage, talent shows and demonstrations can be viewed remotely in the classrooms by selected or general audiences.

Plug-in connection boxes situated in the Audio-Visual Center permit an entirely new approach to the distribution of sound or silent motion pictures. As many as three television cameras can be positioned to receive images from a like number of 16mm motion-picture projectors simultaneously. Each camera transmits the electronic images on a different channel via the coaxial cable. The classroom teacher selects the film desired through the channel switch setting on the television receiver. In this way, films requested in advance can be viewed in a classroom without the necessity of setting up a screen or wheeling in the projector. This system can also result in more efficient use of equipment, since time is not to be lost in transit, or in standing idle in a classroom.

Video Tape Recording

Advance publicity heralds the advent of a magnetic tape machine that will record the video signal as well as the audio pattern on a tape. When the Video Tape Recorder is available for general use, this astounding device will provide an easy means of recording any television program, which can then be stored and employed at the exact moment it is needed. At such times the tape can be played back through a TV receiver or distributed to classrooms on the cable. This will supply the flexibility needed for practical utilization of television in the schools.

Many educational institutions conduct registration procedures each semester which involve hundreds of students. Connecting the several separate locations employed in

this process with captive TV and audio intercommunication has been found to save between twenty and twenty-five per cent of the total time ordinarily involved. Students are spared the necessity of remaking programs because classes have been closed and filled before the end of registration.

In a recent experiment a description of closed classes was posted on a bulletin board positioned before the television camera. Without loss of time, the data was flashed to all rooms involved in the registration. The injection of FM and phonograph music eased the tension of the process and also served as a public-address system for announcements as well as for paging purposes.

Mass Testing by Video

Mass testing of students is particularly well suited to video. A number of regular classrooms, each equipped with a television receiver and a proctor, may be supplied with standard and uniform directions, both visually and aurally, from a central source. Two-way communication permits the asking and answering of pertinent questions. Here, indeed, is the answer to the theoretically desirable arrangement for utilizing standard measuring instruments with large groups.

The connection in the chief administrator's office permits him to communicate with specific or general segments of the student body without the necessity of moving them to a single meeting place. This is economical of time and reduces scheduling complexities.

Many schools attempt open-air graduations, concerts, and other large-scale projects. If inclement weather interferes, it is not always possible to accommodate the crowds in the school auditorium. In such instances study halls, the gymnasium, and large classrooms can be employed to seat the overflow so they can view and hear the proceedings through closed-circuit TV.

During athletic meets and similar competition, the TV camera can accommodate

EDITOR'S NOTE

Two-way television, with all of its possibilities, is now within the reach of many high schools, says Dr. Lewis, because of the appearance on the market of low-cost, compact television cameras. After explaining the installation of such a system in Chicago Teachers College, where he is chairman of the Department of Education, Dr. Lewis discusses some of the many uses to which two-way TV can be put in both colleges and high schools.

overflow audiences from the swimming pool, the gymnasium, and the rifle range—and in complete safety. Similarly, first-aid and water safety demonstrations can be viewed from the comfort and vantage point of the classroom.

Drama workshops and public-speaking classes can use the intra-tele system in a single room as a monitor. This permits the viewing of any aspect of, or the total effect of, a production. It allows a run-through as preparation for the airing of a program through a local station outlet.

Since the items of equipment and the materials employed may not be generally familiar to school personnel, it is felt that inclusion of the following sources found helpful in supplying information and advice would expedite the execution of similar projects in closed-circuit television elsewhere:

American Phenolic Corporation, 1830 S. 54th Ave., Cicero, Ill.—Antennas and coaxial cable.

Dage Electronics Corporation, Beechgrove, Ind.—TV cameras and audio-mixers.

Jerrold Electronics Corporation, 26th and Dickinson Sts., Philadelphia 46, Pa.—Master electronic distribution systems, amplifiers, fittings.

Motorola, Inc., Educational Dept., 4545 Augusta Blvd., Chicago, Ill.—Newsletters and general information concerning educational TV.

A rating by specialists:

GUIDANCE SERVICES in Order of Importance

By
GEORGE L. KEPPERS

PERSONNEL RESPONSIBLE for organizing guidance services are constantly confronted by these two fundamental questions: (1) What are the most important guidance services and activities to be included in an emerging program of services, and (2) Who should give service and leadership in providing them?

A survey of guidance specialists was made to obtain their opinions on these questions. State supervisors of guidance services, counselor trainers, and persons in charge of guidance programs in selected secondary schools representing all states, except Oklahoma, Wyoming, and Delaware, responded to the survey.

The guidance specialists expressed their opinion on activities and services in seven areas: (1) Individual appraisal, (2) socioeconomic information, (3) counseling, (4) placement, (5) follow-up, research and evaluation, (6) staffing and in-service training, and (7) community resources and relations. The respondents indicated whether the principal, coordinator of guidance services, counselor, or teacher should assume the leading role in providing the various segments of these activities and services. The items were also rated 3, 2, 1, or 0 to indicate their relative importance in a beginning program of guidance services.

In expressing their opinions the respondents were instructed to think in terms of a program for a "brand new" junior-senior high school with over 500 pupils, the staff to include a principal, coordinator of guidance services, counselor, and teachers. This

does not preclude the conclusion that the basic practices and procedures are not applicable to other schools with similar problems. Neither does it infer that the results of this survey are to be applied indiscriminately or considered universally appropriate.

Role of the staff. It was the opinion of the guidance specialists responding to the checklist that the principal, coordinator, counselor, and teacher should all participate in the guidance program. In some instances the replies indicate very specific assignment of duties. However, even in these cases, the respondents indicated the need for cooperation among all members of the staff.

The respondents believe that the principal is of greatest help to the guidance program by giving administrative support. He should: (1) Encourage guidance personnel to improve themselves professionally, (2) determine staff readiness for a guidance program as part of the selection process and while personnel are on the job, and (3) use the findings of research, conducted by guidance personnel, for school improvement.

The coordinator of guidance services should provide direct leadership and coordination of the guidance program. He was selected by the respondents to assume more specific duties, such as: (1) Assisting teachers in their work with individual pupils, (2) organizing and carrying out a public-relations program, (3) organizing and conducting an in-service training program related to guidance, (4) utilizing community resources

in developing the program, (5) organizing, carrying out, and reporting the results of research projects, (6) organizing and supervising the testing program, (7) providing and making available information for pupils and teachers, (8) organizing a centralized placement service in cooperation with local and state employment agencies, (9) providing counseling services for boys and girls who have left the school, (10) counseling pupils with more complex problems, and (11) counseling parents.

The guidance specialists in this study were of the opinion that the counselor is most valuable in the areas of counseling and individual appraisal. The counselor should: (1) Assemble and keep up to date the cumulative records, (2) counsel pupils in all areas of adjustment, (3) interpret data to pupils and parents, (4) visit the homes of pupils, (5) follow up pupils, (6) conduct case studies, and (7) present socioeconomic information in short courses, counselor groups, and/or on an individual basis.

The teacher contributes to the program by: (1) presenting educational, vocational, and social information in regular courses, (2) observing and reporting information about behavior of pupils in class, (3) encouraging pupils to avail themselves of the counseling services, and (4) getting information about the pupils through self reports and autobiographies.

The importance of activities and services. In the opinion of the guidance specialists all the activities and services included in the checklist are of some importance in the guidance program. The degree of importance (on a rating scale of 3, 2, 1, 0) varied from a low of 1.39 to a high of 2.93.

Among the activities and services with mean ratings of 2.75 or higher were: (1) Providing counseling services for boys and girls in school in all areas of adjustment, (2) preparing and keeping up to date a cumulative folder for each pupil, (3) using the interview and standardized tests and in-

ventories to obtain information about the pupil, (4) organizing and keeping up to date a library of guidance materials for the staff and pupils, (5) keeping the community informed about the guidance program, (6) interpreting information about the pupil to the staff, parents, and pupils, and (7) identifying, diagnosing, and treating problem cases on a cooperative basis.

The guidance specialists were of the opinion that the following activities and services are important but not as important in a beginning program as those just mentioned (mean ratings of 2.45-2.75): (1) Evaluating the guidance program by getting the opinions of the pupils and staff, (2) identifying and using community resources in developing the guidance program, (4) cooperating with local and state employment agencies, and (5) assisting parents to better understand themselves and their children.

The activities and services which were considered least important by the respondents are in most instances those which go beyond the boundaries of the school. They are: (1) Conducting follow-up studies, (2) evaluating the program with assistance of experts from outside the school, (3) using a work-experience program, (4) organizing a placement service in the school, (5) conducting community surveys, and (6) sponsoring workshops, conferences, and career days with the assistance of specialists from outside the school.

EDITOR'S NOTE

The majority of high schools haven't been able to provide all of the guidance services and activities that are recommended for the school program. Which of them are the more important, in the opinion of specialists? Dr. Keppers reports the judgment of state supervisors of guidance, counselor trainers, and guidance directors in selected secondary schools of 45 states. He is assistant director of guidance in the Albuquerque, N. M., Public Schools.

On the basis of the opinions of the guidance specialists included in this survey, the following conclusions may be drawn:

1. The principal should give administrative support to the program.
2. The coordinator of guidance services should provide leadership in coordinating the program as well as perform specific services.
3. The counselor should work with boys and girls on an individual basis and act as a consultant to the teacher.
4. The teacher contributes through classroom activities and by referring pupils for counseling.
5. Counseling is considered the most important service of the guidance program.
6. An adequate cumulative folder is an important adjunct to the program.
7. Counseling services should be limited in a beginning program.

8. Qualified personnel cooperating with other staff members is essential for the program's success.

9. The guidance program and the curriculum should supplement one another.

10. If counselors are to teach, the class work should be definitely related to guidance.

11. Beginning should be with a few services available for all rather than all services for a few.

12. Time for counseling should be flexible so as to meet the needs of the pupils and changes in the program.

13. Group-guidance activities should not be an end in themselves but should supplement counseling.

Organization *per se* is not any panacea for effective services, but without sound patterns of organization, the various services are relatively ineffective. There are sound and orderly ways of getting things done.



Social-Behavior Course: Practicing and Promoting Courtesy

The social-behavior course in Toms River, N.J., is designed to assist students to become more socially and personally adequate. It obviously, then, has a definite mental-hygiene slant. As an elective course open to juniors and seniors, the half year is devoted to the study, consideration, and practice of the elementary rules of courtesy and acceptable behavior in the school, home, business world, and community. . . .

Examples of activities and opportunities presented in order that pupils might put into practice at once the behavior patterns and rules of etiquette studied are:

1. Groups plan and attend parties.
2. Groups entertain many guests (teachers, parents, visitors, other children).
3. Groups attend luncheons and dinners served by cooperative home-economics girls.
4. Groups compose and publish folders on such topics as Movie Manners, Assembly Behavior, Good Grooming, Good Dance Behavior, and Courtesy in the Classroom. These are presented to the student body through the student council.

5. Groups prepare signs for the school in connection with an anti-litter campaign and post signs throughout the buildings.

6. Individuals and groups invite speakers to help discuss problems, hold interviews with business men, parents, and teachers on behavior problems and situations relating to the current topic under consideration.

7. Groups write appropriate thank-you letters to all guests who come to help them.

8. In February, the social-behavior classes go to Atlantic City to the Hotel Dennis for their final examination, which consists of being guests for a day in the hotel, using the facilities available, and finally having a luncheon in the main dining room in splendor and formality—complete with waiters, menus, flowers, lots of silver, finger bowls, etc. For a modest fee each student is able to prove to himself and to his classmates that he is equal to the test of eating and conducting himself properly in public in a manner which brings credit upon himself and his group.—ELIZABETH S. FORCE in *The Journal of Health-Physical Education-Recreation*.

Survey finds 16 good practices:

Self-Improvement for Teachers of FOREIGN LANGUAGE

By WALTER H. CAMPBELL

RECENTLY, SEVERAL articles have appeared in journals and periodicals concerning the importance of the study of foreign languages and the necessity for improving mastery of the skills needed to attain a practical competence in the use of a foreign language.

I believe one important way in which we might cultivate increased respect for the United States among foreign nations is to improve the teaching of foreign-language skills in the senior high schools and to strive for a greater understanding of the cultures which they represent.

Importance of Self-Improvement

If pupils are to achieve the values inherent in the study of a foreign language, the quality of the teaching should be of a high order. A survey and analysis, which I conducted by the questionnaire method, revealed some definite weaknesses of foreign-language teachers. An intelligently planned program designed for self-improvement could help them to overcome such professional weaknesses.

The purpose of my study was to determine some of the most effective practices for the self-improvement of foreign-language teachers in senior high schools in the United States.

I invited public-school superintendents of 100 cities of 100,000 or more population to send the names and addresses of the foreign-language director, if there was one, and of the ten best senior-high-school foreign-language teachers in their respective school systems.

Questionnaires were then sent to the state superintendent of public instruction in each of the 48 states and some territories; to over 600 senior-high-school foreign-language teachers in cities throughout the United States; to foreign-language directors in 40 public school systems; to a select number of governmental, inter-governmental, and private agencies; and to foreign-language departments in a select number of state and private universities.

Some 72 cities participated in the survey, but only 40 indicated that they had a foreign-language director; 34 of the 48 state superintendents of public instruction took part; 150 college and university professors; 34 foreign-language directors; 35 governmental, inter-governmental, and private agencies; and 335 senior-high-school foreign-language teachers in 72 cities.

It was significant to discover that the observations made by individuals in these five entirely different groups were in a very large measure the same.

Following are some highlights of the survey findings:

1. The greatest weakness of senior-high-school foreign-language teachers is their inability to speak foreign languages.
2. The foreign-language teacher should aim at a minimum of one year of study and travel in countries which use the language he teaches.
3. Residence abroad should be with a native family that speaks the language.
4. There should be increased contacts outside of school with native speakers of the language, through personal acquaintances.

EDITOR'S NOTE

Dr. Campbell's recent survey of foreign-language teaching in United States large-city senior-high-school systems disclosed "some definite weaknesses" of teachers in this field. The study proceeded to identify the methods the best foreign-language teachers had used to improve their work. A former foreign-language teacher and department head in the Seattle, Wash., Public Schools, the author is now vice-principal of Queen Anne High School in that city.

tances or community foreign-language clubs.

5. Teachers should increase their knowledge of the cultural background of countries whose languages they teach. This could be achieved in part by an organized reading program; a coordinated college program involving the language, geography, history, economic, and sociology departments; and by travel.

6. Audio-visual aids such as tape recordings, foreign-language films, phonograph recordings of music and spoken material, lingua-phone courses, and foreign-language radio broadcasts would be helpful in gaining greater oral and aural facility in the practical use of a language.

7. There should be closer cooperation between university foreign-language departments and foreign-language teachers. The instructional needs for foreign-language teachers are being met rather well on the university level, but university foreign-language teachers are out of touch with the daily performances and problems of senior-high-school foreign-language teachers. Discovering the needs of teachers who are in service would help the university foreign-language departments to improve their courses, and to offer more practical graduate programs for self-improvement.

8. To enrich the study and teaching of foreign languages, efforts should be made to make greater use of some 30,000 or more

foreign exchange students and teachers currently in the United States.

9. In order to gain a thorough background and appreciation of the development of languages, teachers should strive to have some training in Latin and Greek.

10. Individual school districts should have a foreign-language director to give direction and guidance to the foreign-language program for the entire school system.

11. The state departments of education could render a valuable service by taking a more active interest in promoting foreign-language study. An enthusiastic foreign-language director on the state level would help to give foreign-language study and teaching state-wide recognition.

12. Whereas foreign-language laboratories are growing in popularity as a significant part of the instructional program on the college and university level, not one public-school system with which I made contact had one, and most of the teachers were unacquainted with them. The foreign-language laboratory is a relatively new creation, and most of the teachers participating in the survey were experienced teachers who had received their formal training prior to the introduction of the laboratory.

Some universities, such as the University of Nebraska, have a "Foreign Language Week." At this time foreign-language teachers from public schools are invited to come to the university to participate in various activities. One of the activities featured is the foreign-language laboratory.

13. Universities could help by organizing and sponsoring some practical foreign-language workshop program. A good example is the Foreign Language Auxilium conducted during the summer of 1954 at the University of Minnesota. Scholarships of \$200 each for eighty participants in a workshop for foreign-language teachers were made available under a grant from the Ford Fund for the Advancement of Education. The Auxilium was jointly sponsored by the

language departments of the College of Science, Literature, and the Arts and by the College of Education.

14. College and university courses could place more emphasis on the development of a practical oral command of a language.

15. Steps should be taken by school administrators to establish an adequate sabbatical leave program as a means of helping a teacher to finance a minimum of one year's travel and study abroad.

16. Foreign-language teachers should participate in teacher exchange programs so that travel, study, and residence abroad may be achieved.

Cooperative Language Center

Another aspect of a self-improvement program could be participation in a cooperative language center. One of the most recent centers, with headquarters at the University of Washington, was established under the direction of Lurline V. Simpson, an associate professor in the Department of Romance Languages. Small groups of foreign-language teachers, called "links," were organized in cities throughout the state and ideas are exchanged at periodic meetings. A university professor from the Center may be invited to attend these meetings. He discusses problems raised by the teachers and disseminates new ideas and information. A type of chain reaction is generated if everyone participates. Common problems are presented for solution and new ideas and suggestions used successfully by a

teacher in one part of the state become available to teachers throughout the state. Recordings of appropriate materials might also be distributed widely in the state.

Active membership in professional foreign-language associations; participation in regional foreign-language meetings; committee work; the acquisition of a personal foreign-language library; the reading of foreign-language newspapers, magazines, and current publications; correspondence in a foreign language with people abroad; visitation of classroom demonstrations by excellent teachers; residence in college foreign-language houses; and the pursuing of a foreign-language program at special schools, such as Middlebury College in Vermont—all these activities would contribute materially to the self-improvement of the foreign-language teacher. And, of course, practice in a language outside of the classroom helps one to grow in fluency, to gain a more practical grasp of it.

The values of foreign language can be realized best when best taught. If we are to train students in the complete command of other languages, it is very important that the language teacher keeps growing in knowledge and skills and remains professionally alert. A well-planned self-improvement program will help to develop the quality of teacher necessary to train future American citizens in the skills necessary for practical competence in the use of foreign languages.



Staving Off Delinquency in Ohio 100 Years Ago

Parents should study the natural bent of their children's minds that they may know what kind of mental food will be greedily devoured by them. One may have a taste for music, and a musical instrument would keep him at home, and prevent him from associating with the vicious, and heating his imagination by an undue and unholy excitement of the appetites and passions. Others may take pleasure in reading history and have a craving desire to become denizens of past times. Provide a historical library commensurate with the desire of

the youthful historian, and our word for it, the expense will be less than to provide him with funds to spend in the halls of "revelry and mirth," or to gratify the almost insane desires of any of the animal passions.

Most of the vices which ruin the reputation and destroy the usefulness of so many persons of good natural abilities, are learned in early life by substituting places of public resort for the family fireside.—*Ohio Journal of Education*, 1854, reprinted in *Ohio Schools*.

What Parents Think of the MULTIPLE PERIOD

By
ARTHUR H. MENNES

THE AMERICAN secondary school has long been criticized by many groups, including educators, parents, and pupils, because its educational program is not sufficiently functional.

One attempt to make the curriculum more functional is that of changing the single-period separate-subject arrangement to a multiple period in which two or more subjects are integrated.

Double-Period Experiment

A number of teachers and their principals in three secondary schools in Wisconsin—namely, Central High School and North High School located in Sheboygan, and Neenah High School—agreed to experiment with the double period. An effort was made more fully to integrate or unify English and world history by using the multiple period. By this method English and world history were woven into a more unified fabric so as to enrich both.

These two subjects were appropriately correlated and their relationships were made an integrated part of the classroom instruction. This conception gave special emphasis to interests, meanings, and relationships involved. In many areas the topics in turn correlated into broader units such as democracy, international relations, personality traits, study of self, occupations, religion, and the like.

Frequent meetings were held by the teachers and principals of the three schools. Through these meetings in which ideas and experiences were shared, considerable progress was made in:

1. Developing a philosophy of general education

2. Understanding the role of the teacher
3. Establishing an appropriate classroom climate
4. Getting pupil participation and understanding
5. Evaluating the progress of individual and group
6. Unifying subject matter
7. Stressing individual and group guidance
8. Developing good work habits and study skills.

Classroom activities were to be planned cooperatively by teacher and pupils. The classes were organized so that they would function chiefly through group action. The role of the teacher in teacher-pupil planning was that of a group leader, assisting the pupils to reach their goals. In this experiment teachers taught alone, paired as a team for a double period, or used the criss-cross arrangement of having classes scheduled so that two teachers exchanged classes.

The experiment included 436 pupils in sixteen tenth-grade classes. Each pupil in the multiple-period class was matched with a pupil who was learning under the regular tenth-grade curriculum (the single-period arrangement). The criteria for matching were sex, intelligence, chronological age, reading level, and socio-economic background. The study was conducted during a period of three school years, 1947-1950.

Test Results

A series of achievement tests was administered in the fall and spring, each year, and comparison was made of the results.

On the whole, it may be inferred from the test results that the pupils enrolled in the multiple-period classes do not lose out in fundamental skills and knowledge when compared with the pupils in the single-

period classes. Pupils in the experimental classes gained more than those in the conventional classes in the objectives measured by tests in English, world history, social usage, critical-mindedness, school adjustment, information about the library, and in skills measured by the *Social Abilities Test* and reading tests. It would appear from the test results that no special advantage can be ascribed to any particular teaching combination.¹

Parent Opinion of Multiple Periods

In order to get the opinion of the parents of pupils who had attended multiple-period classes, a questionnaire was prepared. On a sample basis, every third parent was mailed a questionnaire and a business-return envelope. Repeat copies were mailed three weeks later to all parents who had not responded. A third contact by telephone brought the final return of questionnaires to 97 per cent in the three schools.

The guiding principle in constructing the questionnaire was to discover what parents thought about the multiple period; accordingly, there was space provided for informal replies. From the questionnaire came a variety of information, including informal comments and appended notations. The questionnaire was prefaced with this statement: "Will you check and answer the items in this questionnaire? Feel free to express your honest opinions. Your answers will help to determine whether we should continue this experiment." It was evident throughout the study that the parents had taken the questionnaire seriously.

The questionnaire consisted of eleven questions and a survey of opinions on goals or objectives of the multiple-period classes. One hundred twenty parents in the three schools responded, including parents of pupils who had been in the multiple-period classes one, two, and three years before.

¹ See "The Effectiveness of the Multiple-Period Curricular Practices in High School English and Social Studies." To be published in a forthcoming issue of *The Journal of Educational Research*.

To the question, "In general, were you satisfied or dissatisfied with the multiple period (combining English and world history)?", 92 per cent of the parents in the three schools said they were "very well satisfied" or "satisfied." Six per cent rated the experience "the same" as that in the regular classes, and two per cent—or two parents—said they were "dissatisfied" with the multiple-period class.

To the question, "In general, were you satisfied or dissatisfied with the activities used in the multiple-period classes?", the total responses of all the parents were: "very satisfied" or "satisfied," 92 per cent—or 111 parents out of 120 surveyed; 9 parents indicated this experience was "the same" as in the conventional classes; none of the parents was dissatisfied with the activities of the multiple period.

The third question asked was, "In regard to opportunities for development of individual skills, such as speaking to a group, use of library, reading of newspapers, do you feel your child received more help, about the same, or less help in the multiple-period classes?" Here 106 parents, or 88 per cent, said their children received "much more" or "more" help. Fourteen parents, or 12 per cent, said the experience of the multiple period was the same as in

EDITOR'S NOTE

For a three-year period, three high schools in Wisconsin have conducted an experiment in which eight tenth-grade classes were given a unified English and world history course during a daily double period, while the pupils in eight other tenth-grade classes, matched with pupils in the experimental classes, got their English and world history in conventional separate periods. This report concerns a survey of the opinions of parents on the double-period plan, and the reasons for their overwhelming endorsement of it. Dr. Mennes is principal of Central High School in Sheboygan.

their children's regular classes. None of the parents said "less" for the multiple-period classes.

The fourth question asked, "Do you believe that English and history were more meaningful as a result of the multiple period or of correlation between English and world history?" One hundred one parents, or 84 per cent, said "more meaningful"; 18 parents, or 15 per cent, said "the same"; and one parent said "less meaningful."

In informal comments, the parents mentioned the practices in the multiple-period classes that they thought most desirable. Listed in order of frequency mentioned these included: Group planning, field trips, the interesting and enjoyable approach, cooperation, chance to develop desirable personal traits and leadership, chance to express themselves, good teacher-pupil relationship, the democratic atmosphere, chance to develop ability in speaking. Among the comments were the following:

"The classes together may go on more field trips."

"The idea that if a child cannot talk before a group, this course provides adequate practice; and, therefore, gets the child to be more at ease when speaking before a group."

"The field trips enable them to see things outside the city, and this broadens their education."

"We liked the idea of student-teacher planning."

"Gave students the opportunity to learn by first-hand experience."

"Training a student in a democratic atmosphere encourages the student to do some of his own thinking, and accordingly he profits by the ideas of others."

"Gave everyone a chance to participate in running of the class."

"I feel the individual student has a much better chance to get along with others and to develop leadership."

"It gives the student a better chance to develop personality traits, such as leadership, service, etc."

"The group and committee work was one of the best parts of the course."

"He also was much more interested in this class than in any other course."

"It gave the students more of a chance to express their own opinions."

"My son told me that the multiple-period class was one of the best classes he was in while attending

high school. It gives a pupil more of a chance to get acquainted with the rest of the pupils, and you learn much more in these classes. Also the students are more interested in what they did."

"She felt more as though she were doing what she wanted to instead of just learning to do what she is told to do."

Eighty-three per cent of the parents indicated more satisfaction with the guidance aspects of the multiple period; 17 per cent, "the same"; and none, "less" satisfaction. They were comparing the multiple-period experience with the experiences their children had in conventional classes. Some of parents' informal comments were as follows:

"There was much more personal guidance."

"You got to know the two teachers better, and the teachers got to know the student better."

"Worked closer with the teachers; they got to know the students as individuals."

"If she was having difficulty with her studies, it always seemed she felt freer to ask one of her multiple-period teachers for help. It seems to me she had more confidence in them."

"I liked the idea of student conferences on individual progress."

"Vocational guidance was good."

"It helped her to learn how to use her leisure time more effectively."

"Opportunity to record and evaluate individual and group achievement."

"Teacher-pupil relations were more friendly."

"The teacher seemed to know more of the problems of the students in the multiple-period class."

"Developed a shy boy into a boy that could fit in with others."

Parents' Choice

"If you had a choice to do it over again, would you want your son or daughter to choose English and world history in a multiple-period class or in a regular class situation?" Of the 120 parents, 112—or 93 per cent—indicated that if given a choice to do it over again they would want their children to choose the multiple-period class rather than regular classes. Eight parents, or 7 per cent, said they would have their son or daughter choose a regular class.

Among the reasons parents gave for choosing the multiple period were: classes

more interesting and enjoyable; opportunity to develop personal traits such as leadership and service; a chance to express oneself and learn to get along with others; more guidance and chance to evaluate progress; democratic procedure; understanding between pupils and teacher; more opportunities for learning and for getting along with others.

Typical comments were:

"He seemed to like it and talked about it."

"Gives more generalized education and wider scope."

"She seemed to like her studies better and said it was more interesting."

"My daughter enjoyed her multiple-period class a lot more than any other class."

"The two-hour element allowed the students to go on trips and hear speakers."

"Our daughter felt that she learned more than she would have in a traditional class."

"We think there is much time saved, too, when the class can stay in one room for a multiple period."

"I believe the students felt a closer relationship, making them more conscious of the attention given by the teachers."

"It seems as though our son received a broader education in each field."

"She evidently liked the way they more or less planned their own method of work, as she spoke of it frequently and told me all about their plans of work."

"The teachers got to know the student's background better."

"The constant use of correct English tied with world history gave him a better understanding of both."

"It helps the students to know far more with the study of English and world history correlated."

"I think he got a more thorough background of the basic fundamentals of these subjects."

"Satisfactory in every way, and would want the multiple-period class again."

"We would like to add that were it possible to extend this multiple-period class to the junior and senior years the benefits would be more marked and evident in the life of the student."

"Kindly extend this experience."

The explanations given for choosing the traditional classes were:

"Two different classes seemed more interesting than two hours in the same class."

"In general, the regular classes were just as beneficial as the multiple-period class."

"She favors English and so neglected history. Two periods in the same class causes restlessness."

Conclusion

Parents favor the multiple-period arrangement. They base their opinions on the fact that the multiple period, its program, and methods emphasize the close relationship between school and community, show a greater concern over finding materials of instruction that are meaningful to the learner, use broad fields rather than academic subject matter only, seek to provide within the classroom a much greater amount of student-teacher planning, and much more student participation and experience in democratic process and organization. They claim that more attention is given to problems which are real and meaningful to adolescents and about which they can do something.

They also testify that the faculty-student relationship in the multiple period is exceptionally good. They like the guidance services given in the multiple-period class, including records of pupil achievement and behavior, student-teacher conferences on individual progress, emphasis on development of desirable personal characteristics, study of self, and establishment of goals for development. They are pleased with the many opportunities for the development of individual skills and the encouragement given to participate in school activities and to further the welfare of the school.



It only remains for the school music supervisors to rise to their new duties and opportunities to make school music in every city, village, and rural community the very heart of the school life, the focal point of all neighborhood activities, and a part of all civic work.—FRANCES ELLIOTT CLARK in *Music Educators Journal*.

DRAMATIZING

Parliamentary Usage

By
LAVERNE BANE

THE UNIVERSAL USE of parliamentary procedure by clubs, labor unions, and business organizations throughout the country should stimulate teachers who are training pupils for life to give more attention to this aspect of effective living.

Participation records kept on a variety of clubs have shown that in most cases over ninety per cent of those in attendance take little or no part in making decisions except to cast their votes. Informal interviews with many of these non-participating members have disclosed that they would like to speak up, but are afraid of saying the wrong thing in the wrong way. Unless children and adults get more practice in developing the skills required for effective participation in this type of meeting, the few who are glib and dictatorial will continue to dominate the organizational life of our communities.

Parliamentary dramas are of great value in enabling pupils to achieve glibness in the use of the patter phrases which are needed over and over again in parliamentary discussions. Many participants in meetings feel insecure because they have never used such common phrases as: "I move to amend the motion by inserting . . .", "I move that until the pending questions are disposed of, debate be limited to . . .", "I move previous question on . . .", "I believe that the amendment is not germane to the . . .", "I appeal from the decision of the chair."

Since they have never used the socially-acceptable language of a parliamentary meeting, these members are not only inarticulate, but they have little understanding of the functional purpose of many of the phrases used by their presiding officer.

Pupils quickly develop skill in parliamentary usage when they are introduced to it in the form of play-acting. The first step in initiating such a program is for the instructor to prepare a script which emphasizes the use of main and subsidiary motions. In addition to procedural phrases, the script should contain appropriate subject matter. Copies of the script are distributed to the members of the class. Parts are arbitrarily assigned and the playlet is read by the group. The pupils are next asked to memorize their lines. After two or three classroom rehearsals, the play is ready for presentation before other speech, government, or English classes meeting at the same hour.

Parent-teacher associations and other civic groups welcome this type of presentation. It is quite easy to work out an interesting program consisting of a three-act play with different types of motions stressed in each act. Pupils in speech and civics classes enjoy composing and presenting dramas of this type. For exercise purposes the simple organizational pattern illustrated here is entirely adequate. In it the subject matter of the discussion has been reduced to a minimum in order to give pupils a maximum amount of practice on procedural phrases.

Chairman: Is there any new business to come before the house?

1: Mr. Chairman.

Chairman: Mr. 1.

1: I move that we have a party next Friday night.

2: I second the motion.

Chairman: It has been moved and seconded that we have a party next Friday night. Is there any discussion?

3: Mr. Chairman.

Chairman: Mr. 3.

3: I move to amend the motion by adding the phrase, "and employ the Johnson renovating company to clean the club house."

4: I second the motion.

Chairman: It has been moved and seconded that we amend the main motion by adding the phrase, "and employ the Johnson renovating company to clean the club house." Is there any discussion?

5: Mr. Chairman. I rise to a point of order.

Chairman: State your point.

5: I believe that the amendment is not germane to the main motion. I see very little connection between having a party and cleaning the club house.

Chairman: Your point of order is not well taken because we would not wish to have a party in a dirty club house.

5: I appeal from the decision of the chair.

1: I second the motion.

Chairman: The decision of the chair has been appealed from. Is there any discussion? If there is no discussion, we will proceed to vote on the motion to appeal from the decision of the chair. All those in favor of sustaining the chair's decision say "Aye."

2: Aye.

Chairman: All those opposed say "No."

4, 5: No.

Chairman: The motion is carried.

5: I call for a division of the house.

Chairman: A division has been called for; all those in favor of sustaining the chair will stand and remain standing until they are counted.

2: (Stands)

Chairman: Thank you, be seated. All those opposed stand.

4, 5: (Stand)

Chairman: Thank you, be seated. The chair votes in favor of sustaining. The chair is sustained by a vote of two in favor and two against. Is there any further discussion on the amendment to the main motion?

2: Mr. Chairman, I move that the main motion be laid on the table.

1: I second the motion.

Chairman: It has been moved and seconded that we lay the main motion on the table. All those in favor say "Aye."

1, 2, 3: Aye.

Chairman: All those opposed say "No."

4, 5: No.

Chairman: The ayes have it—the motion to table is carried. Is there any new business to come before the house?

5: Mr. Chairman.

Chairman: Mr. 5.

5: I move that a special assessment of one dollar be levied against members who were

EDITOR'S NOTE

Dr. Bane, associate professor of speech at the University of Utah, Salt Lake City, has found that one of the quickest ways to educate pupils in parliamentary usage is to show it to them in action, through playlets. He offers a typical sample of the kind of plays that high-school pupils can write and present to teach some of the procedure bequeathed to us in Roberts' Rules of Order.

absent from our last meeting.
4: I second the motion.

Chairman: It has been moved and seconded that an assessment of one dollar be levied against those members who were absent from our last meeting. Is there any discussion?

1: Mr. Chairman, I object to the consideration of this question.

Chairman: There is an objection to the consideration of the question. Do you wish to consider it? All those in favor say "Aye."

2, 3: Aye.

Chairman: All those opposed say "No."

1, 4, 5: No.

Chairman: The "ayes" have it, since there was not a two-thirds vote in the negative and the main motion will be considered. Is there any discussion?

1: Mr. Chairman.

Chairman: Mr. 1.

1: I move adjournment.

4: I second the motion.

Chairman: It has been moved and seconded that we adjourn. All those in favor say "Aye."

1, 4, 5: Aye.

Chairman: All those opposed say "No."

2, 3: No.

Chairman: The motion is carried. The meeting is adjourned.

+

Recently They Said:

The Triumph of Glamor

Half a century ago many a schoolmaster was tossed out of his classroom window by exuberant young objectors to enlightenment. Today—if I can credit Hunter College graduates who come back to describe their experience as teachers—potential male-factors may remain glued to their seats because they consider the teacher a pin-up girl. If that be progress, let us, of course, make the most of it.—GEORGE N. SHUSTER in *Teachers College Record*.

Teaching About Viewpoints

Many boys and girls brought up on the study of the single textbook too easily accept as absolute truth any fact or judgment printed in the text. The discovery, postponed until the eleventh grade, that one historian may praise Jackson while another may condemn him for the same quality or action is a very disturbing one. For a teacher to criticize the textbook is heresy! Invariably the pupil seizes the book, thumbs through the pages, points to the printed page and remarks, "But the book says. . . ." One of our first jobs in both English and social studies is to point out repeatedly these varying viewpoints, to require many different sources, and to lead pupils to think about their reading, not merely to parrot.—HELEN I. MCINTYRE and CONSTANCE C. MURRAY in *Social Education*.

More Uniform Marks

It is true the mark on the card may not be an accurate indication of the child's real ability or inherent capacity. . . .

There is nothing fixed about it, there is no charm or magic, there is nothing final and tragic in it; for after all is said and done, the mark as used by 99 per cent of teachers is one person's judgment of another.

However, progress may be made in obtaining a certain degree of uniformity of standards, if teachers in a school or department will meet to agree on what must be done by students to earn "A," "B," etc.—a common agreement on the interpretation of these symbols.—T. MALCOLM BROWN in *Superintendent's Bulletin* of San Diego City Schools.

Character Education of a Kind

"True Weight," ran a recent newspaper headline. It concerned the agreement of the Big Ten grid coaches and publicity directors to end the use of phony weights of players, all weights to be certified by a disinterested person. The reason? Because of a dear love for good old-fashioned truth? Hardly. Because as a "strategic device" it was a bust: everyone was doing it and everyone knew that everyone was doing it—in the name of "character education" or something!—EDITORIAL in *School Activities*.

CHILDREN, SPARE that WINDOW!

*Vandalism curbs pooled
by junior high schools*

By
JESSE G. FOX and ALEX H. LAZES

THE HIGH COST of vandalism in New York City for many years has been a source of deep concern to city officials as well as educators, social workers, and other interested persons. There is a sharp conflict of ideas between those who believe in the punitive approach and those who believe in a socio-educational approach as a key to the problem.

The most effective single remedy, says one school of thought, is to pass a local law making parents of children committing vandalism subject to a fine. On the other hand, there are those who feel that an enlightened community should undertake to meet the problem in a constructive way, relying for the most part on the process of education and reeducation, the recognition of problems in school, the development of a sense of parental responsibility, and the expansion of services to children in under-privileged areas—through our schools, our recreation services, our voluntary agencies, and our courts.

The problem of vandalism—which is a problem of all major cities—cannot be shouldered by any one person or agency. It is a community problem and like all social problems cannot be solved by means of a simple panacea. In this article, it is our purpose to describe in some detail what the junior high schools in New York City have been doing, for the past few years, in an effort to help solve the problem of vandalism.

A special circular was sent to the principals of the junior high schools in 1953, asking for a city-wide junior-high-school attack on vandalism. The principals were

requested to submit reports of specific programs planned for their schools to help reduce vandalism. From the reports, it became clear that a variety of programs was being developed by the schools.

Although the reports dealt with many kinds of vandalism, considerable emphasis was placed on window breakage. It was strongly recommended that the Bureau of Plant Operation install window guards on most of the second-floor windows. It was also suggested that an improved custodial staff policy of replacing broken window panes immediately be adopted to avoid stimulating destructive imitation. The re-planning of playing fields in outer yards to direct batted balls away from the windows of schools and homes was also given major stress.

The problem of vandalism was related to many areas of the curriculum. In an effort to deepen understanding of the basic citizenship values involved, units dealing with respect for public property were planned in social studies, language arts, mathematics, and art classes. Discussions were also held in the homeroom, guidance classes, at student-council meetings and during special assembly periods. Efforts were thus made to bring this problem to the attention of the boys and girls in many different ways in order to elicit interest in an attack on the situation.

In addition to discussion of the various aspects of the problem, many of the junior high schools took direct action in an effort to cope with vandalism. The following is a summary of activities:

1. Pupils discussed care of the school.

- a. Gave talks and conducted forums in the assemblies.
- b. Discussed the problem in subject classes, homeroom, and elsewhere.
- c. Held inter-school conferences.
2. Pupils studied reasons for vandalism.
 - a. Interviewed the custodian, school personnel, community leaders, and other interested persons.
 - b. Made surveys and graphs on the extent of vandalism in the schools.
 - c. Used films and filmstrips for background information.
3. Pupils took an active part in helping to solve this problem.
 - a. Took before and after photographs of trouble-spots in the school and in the community.
 - b. Started a program of favorable publicity.
 - c. Bought plants and shrubs to help make the school more attractive.
 - d. Drew up a code of behavior and signed pledges.
 - e. Made and distributed original posters stressing cooperation.
 - f. Suggested reorganization of school patrols.
 - g. Wrote articles for the school paper, essays, original scripts, and lyrics.
 - h. Celebrated holidays like Halloween in a constructive way.
4. Pupils obtained community support.
 - a. Invited the PTA to participate.
 - b. Asked for cooperation from the police department, houses of worship, and local agencies.
 - c. Requested publicity from the local press and movie theaters.
 - d. Asked citizens' committees to work on this problem.
 - e. Undertook additional research on the causes of vandalism.
 - f. Planned assembly programs, round tables, and forums involving parents and community members.
 - g. Suggested activities in which teen-age pupils might participate to help improve the community.
 - h. Sought additional afternoon and evening centers under competent supervision.
 - i. Sponsored school-wide events to develop school pride.

Since this problem is a continuing one, the Junior High School Division was interested in determining which practices were being most widely used and with what results. An additional report was requested.

A summary of the reports indicates that it is most desirable to provide frequent opportunities for pupils to discuss care of the

school plant. Talks in the assembly, forums, and announcements over the public-address system have been found effective in keeping the student body alert and responsive. Developing pride in the school through a variety of extracurricular activities has also produced desirable results.

The survey reveals that most principals recommend a positive approach in meeting the problem of vandalism. This is not to say that firmness in handling vandalism is disregarded, since a good number of the principals have found that stricter penalties for offenders have been effective.

More than half of the schools responding provided opportunities for pupils to discuss the problem of vandalism and to determine some of the major causes. About sixty per cent of the schools indicate that they encourage pupils to take an active part in trying to solve this problem. About fifty per cent of the schools have been trying to get community support. About one-third of the schools found that talks in the assembly and over the public-address system were most effective.

The suggestion that schools improve morale of the pupils through special school events received major emphasis. More than half of the schools recommended positive programs of character development and the promoting of better understanding and cooperation among parents, teachers, and pupils. About one-third, however, felt that less coddling and stricter penalties for offenders and greater police protection were important. Many schools recommend that more research be done on the causes of vandalism.

Many principals made further comments and suggestions on the problem. Few schools indicate that acts of vandalism are committed during the school day. In schools where this is a problem, rapid follow-up and firm handling of offenders have helped to reduce vandalism.

One principal recommends hourly inspection of the physical plant to note specific

damage, and a quick follow-up of possible culprits based on records kept by teachers of pupils who "leave" the room. Some point up the need for quick detection and handling of trespassers. The need for adequate supervision of the halls is stressed. Recent legislation concerning trespassers provides an additional safeguard.

Breakage of windows, particularly on the first and second floors, could be reduced considerably, it was suggested, through the installation of wire guards, which would pay for itself through the reduction in window breakage.

For the most part, it appears that vandalism is committed after school hours. Breakage and other malicious mischief after school is closed present a police problem. Some of the recommendations to cope with this problem included the following:

1. Cooperation of neighborhood block associations to help in apprehending vandals.
2. Installation of burglar alarms in the schools.
3. Installation of police boxes near the schools.
4. More frequent patrol of school building area by the police.
5. Use of night watchmen when the situation is critical.

Eliminating the lure of money has helped to reduce vandalism in some schools. In the past, there were frequent break-ins where the object was cash kept in the school. Often such break-ins resulted in vandalism. Generally schools make certain that no money is kept in the building overnight, and pupils are frequently told of this fact.

Since there has been a great deal of discussion about the relative merits of laws that would impose fines and punishment in an effort to cope with the problem of vandalism, it is well to consider what some principals have to say:

1. "Vandalism most often results from a striking back for some real or alleged grievance. In my opinion, a school that stresses a positive approach will usually have less vandalism than a school that stresses a punitive approach. It has been my experience that immediate repair of damage and the replacing of broken glass equipment, if at all pos-

EDITOR'S NOTE

In some school systems the cost of vandalism represents a sizable item in the annual budget. Recently the junior high schools of New York City have made a concerted attack on the problem. The ways and means reported used by various schools, and recommendations for further steps, are presented by Mr. Fox, assistant superintendent of schools, and Mr. Lazes, director of the School Civic Clubs, in the New York City school system.

sible, act as a significant deterrent to continued vandalism."

2. Another principal points out that her school builds morale by an extended series of special events. These include senior proms, grade-wide parties, picnics, school exhibits, and the use of emblems, etc.

3. The development of attitudes of sharing responsibility for the proper care of public property, according to one principal, must begin in the kindergarten and first grade. A sense of responsibility may well begin with the training given in the care of the classroom, materials, and special equipment. Curriculum areas on the elementary-school level can be put to the same use as those on the junior-high-school level. To achieve any results, there must be daily and continuous practice.

4. Much can be done on the adult level, states still another principal. An educational program could be initiated by using resources of press, radio, and motion pictures. Periodic releases to all newspapers, including foreign-language papers, will alert the public to the gravity of the problem. It was suggested that releases be given front-page prominence and the cost for replacement and labor involved in vandalism for a specified period be emphasized.

Continuing emphasis on what the destruction means in terms of dollars and cents will surely bring faster response and firmer action from spectators and parents who fear to interfere. Spot announcements on the radio and motion pictures can be used effectively to make the care of public property everybody's business.

What parents can do to improve home training so that children will have more respect for public and private property is most important. The problem of dealing with vandalism, however, requires the cooperation of the school, community

agencies, and the churches as well as the home. Alone, no one agency or group can solve this problem.

The schools do have a major responsibility in helping to develop respect for pub-

lic property as one of the many objectives of citizenship education. The success of this undertaking will depend, to a great extent, on the continuity of this training as a year-round objective.



Problem: the Value of a Pinch of Powder

A potentially deadly substance is the basic agent in a plan to protect millions of lives a year. Like many other substances—ranging from strychnine to sunshine—its effect depends upon the size of the dose. A single pinch of the innocent cream-coloured powder, known as Tuberculin PPD (Purified Protein Derivative), is sufficiently toxic to kill more than 1,000 men; diluted, the same quantity is enough to test 2,000,000 children for signs of TB infection. And only when the results of such a test have been seen is it possible to begin the real work of protection with BCG vaccine.

In its disease-detecting form, PPD is the raw material of nationwide mass anti-TB campaigns undertaken by the United Nations Children's Fund and the World Health Organization. Including the 30 million children tested by the UNICEF-assisted International Tuberculosis Campaign, the Children's Fund has so far helped check 65 million children for signs of TB infection—the equivalent of the combined population of France, Belgium, Holland, Austria, and Sweden. The test consists of an injection of 1/10 cc of a solution, containing 1/10,000,000 gram of the powder, into the skin of the forearm. From 3 to 4 days later, the existence and size of a swelling at the point of injection shows whether immunization with BCG vaccine is desirable and likely to be effective, or whether the individual has already been infected with tuberculosis and is immune.

Tests so far have consumed 325 grams (less than one pound) of the rarely produced PPD powder. Remaining United Nations stocks total a mere 25 grams—less than one ounce—still sufficient to check on the health of a further 25 million children. One kilogram (2.2 pounds) of PPD, costing about \$20,000, would provide for the world's needs for 10 years.

The technique of suppressing tuberculosis by first testing with PPD and later applying BCG vaccine to negative cases, was originally developed in practical form in Scandinavia during the 1920's. Later in 1945, when TB raged almost out of control in many war-ravaged areas of Europe, the Scandinavian Red Cross sent out mobile health columns to test and vaccinate millions of menaced children. After a period of cooperation between the Red Cross, UNICEF and WHO, the two UN Agencies finally took complete

control of the program in June 1951. By then, the Scandinavian theory of TB control over an entire nation's childhood had been proved possible.

Today, Asia is the busiest field of UN action against TB with 24,000,000 people tested every year, and 8,000,000 vaccinated. Such extensive campaigns account for one of the largest single parts of UNICEF expenditure. So far the Fund has spent \$6.6 million for PPD and vaccine and \$3.3 million for laboratory equipment and trained personnel.

Following the methods developed by the Scandinavian Red Cross societies, thirty governments in Asia, and many others in Africa and Latin America are currently cooperating with UNICEF and WHO on TB control campaigns. India for example has now mobilized a small army to fight TB—100 teams, each of six technicians, that are together capable of making and evaluating one and a half million tests each month, or just three times the number of Indians that die of TB every year.

No matter in which continent these teams operate, they must all share part of the original 200 gram batch of PPD made for WHO and UNICEF since 1949. Each 1/10,000 of a milligram of PPD injected into every person tested is a diluted particle of one of the larger shipments sent regularly by air from the Danish State Serum Institute.

With TB currently killing one man every seven seconds, the era of a TB-free world appears distant and even hypothetical. And yet the theory that TB will finally be suppressed through the combination of PPD with BCG vaccine in mass campaigns, is held by Dr. Johannes Holm, chief of WHO's TB section. His evaluation of experience to date suggests that mass control projects, applied on a still wider scale, could reduce TB in a matter of a few generations to a sickness no more menacing than the once rabid smallpox or the plague.

Between this ultimate victory and the present incidence of TB stands a gigantic gap in future history. To narrow this gap, a group of Serum Institute scientists on a small green island, near Copenhagen, are ready to prepare another cupful of PPD—enough to bring us ten years nearer the time when TB can rate as one of the world's negligible problems.—MONIQUE DE FAUCON (UNESCO).

Why I Walked Out On ENGLISH TEACHING

By
BLAIR HATHAWAY

FOR EIGHTEEN years love was the power that motivated my work: love of seventh-grade children and love of the language and literature of my mother tongue. Now I have altered my course, for though my love of seventh-grade children is as strong as it ever was, I have awakened to a full realization of the fact that I no longer love to *teach* English. It has become to me an anathema—not the language nor the literature, but the teaching of that subject generally denominated English 7A-7B.

It was a long time dying, that love of mine. The forces that killed it were insidious but not deliberate. In my youth they simply bewildered me, made me more studious, more earnest, more determined to do my best. As the years wore on, bewilderment became a deep-seated uncertainty. In the beginning, love of teaching and a consecrated resolution to give my best to my two loves had been a staff in the wilderness of my inexperience. They gave me confidence and a great joy in my work. Gradually I began to lose that confidence and the initiative that it engendered. I was bedeviled by what I didn't teach. What I *did* teach became immaterial.

First It Was Grammar

I didn't know what to teach! Ours was a small school with no English supervision *per se*, so I got my cues from the teachers above me, all of whom were too busy to give me much guidance. My awakening began when an eighth-grade teacher told me that the pupils I had just passed on to her

did not know a *noun* from a *verb*, which was certainly true in some cases. She advised me to quit trying to make writers and teach more grammar. After that I concentrated on grammar, and my pupils no longer competed with eighth- and ninth-grade pupils in composition. I drilled on parts of speech until some children became as expert as precision dancers, but a few still did not know a noun from a verb, and never will.

Next it was spelling. My pupils couldn't juggle *there* and *their*, *here* and *hear* and never miss a count. So I lay awake nights dreaming up devices for improving my teaching of spelling. I worked and my pupils worked, yet some continued to confuse *their* and *there*, and *here* and *hear*.

A knowledge of literature was the next deficiency that came to my notice. My pupils did well on standardized reading tests, but my examination questions showed that I was not holding them responsible for enough literary facts, I was told. That this criticism was well-founded, I admit. At the time, however, I was not aware of my negligence, for my children were omnivorous readers and the literature classes were a source of enjoyment to them. It had always seemed immaterial to me whether the saddle girth broke before Ichabod got to the church bridge or as he crossed it, whether Ichabod fell off Gunpowder or whether he was thrown. I was interested in introducing him as a friend, in presenting him as Washington Irving pictured him, a lovable, amusing creature

"with hands that dangled a mile out of his sleeves" and "feet that might have served as shovels."

Determined to do the right thing, I fumbled along in a haze of uncertainty. Neither the professional books that I read nor the standardized tests that I analyzed shed much light on what I should teach. Professional books enabled me to make my teaching more interesting and analyzing the tests gave me a nucleus for planning for skills. This nucleus, however, was never sufficient to rescue me from the tar pit in which I was floundering.

In desperation I got copies of sets of old examination questions for grades eight through twelve, made out by the teachers above me. I studied them carefully in order to understand what was expected of me. After putting into practice what I learned from them, I heard no more about my literary shortcomings. At last I knew three things that I was expected to teach—parts of speech, homonyms, and literary facts.

Still Weak in This and That

Not long after that I received from the principal's office a typed list of minimum essentials for promotion to the eighth grade. This was more welcome than an extra pay check. I had something tangible to work with—a criterion for judging the results of my labors. That satisfaction attended my efforts thereafter cannot be claimed, for each succeeding year I learned that my pupils after promotion showed up woefully weak in this or that.

It was ever thus. Love of my pupils, and a deep desire to make their way through the next grade straight and not too embarrassing, sustained me for years. And an inherent desire to do the right thing kept me ever searching for light on the subject of what a seventh-grade English teacher should teach. The children didn't know *this*, they didn't know *that*. From press and parents, from bridge clubs and tea parties, and from fellow teachers the perennially

popular refrain was, and is: "The English our children do not know..."

Real enlightenment came after years of struggling to find the right road to follow in order to get my pupils into the eighth grade properly equipped. I confessed my feeling of inadequacy to a twelfth-grade English teacher. She astonished me by admitting that she, too, was confused. State College for Women wanted her to stress one thing, the college for men expected another, and both, dissatisfied with the finished product sent them by the high schools, gave comprehensive courses in English in order to fit their students for regular college English.

My conversation with Miss English 12 sent me on a tour of inquiry. I found the same problems everywhere. A teacher of foreign languages told me that his pupils were having considerable difficulty with his subjects because they knew so little English. A history teacher complained that his pupils could neither read nor write intelligently. Several college professors admitted that reading preliminary drafts for masters' theses was a chore because aspirants knew so little English. A recent survey showed that high-school pupils were dissatisfied because they felt that their written and spoken English was inadequate.

A business man added to the general confusion by declaring, "Hardly any one knows any *English*. It's too deep, too technical. A well-trained secretary can write a man's business letters, and that's correct English enough for any ordinary person; so give up the struggle and spend a few years *living* without wearing yourself out at the fruitless, futile job of teaching English."

Vocabulary Rears Its Head

Dismissing the business man's advice, I decided that E-2, the comprehensive college course in English offered by a near-by university, might furnish a clue to my own teaching difficulties. I bought a syllabus of the work and copies of past examinations.

Here again I was confronted with an amazing array of facts—thousands of them. Boys returning at the end of their first year in college complained bitterly because they had had no vocabulary instruction in high school. There was that nemesis *vocabulary*, hundreds of words that the freshman had to learn to define.

I volunteered to coach several freshmen gratis for the privilege of learning just how this formidable array of words was mastered in E-2. The next semester with desperate determination and a pseudo-determination that once a thing is learned it is never forgotten (as I had been blandly assured by my superiors), I injected into my seventh-grade English course a hypodermic of the easiest words from the freshman list. At least I could do that much for my pupils.

For eighteen years a theme a week per pupil that must be checked for errors, returned, corrected by the pupil, and rechecked lay like Christian's burden on my narrow shoulders. Then, "They can't write!" became the hue and cry.

Ninety-five thousand two hundred seventh-grade themes have I graded, but they can't write. I agree. They can't write. Once upon a time . . . But that was before I became conscious of what I didn't teach. This was too much. The cycle was complete and I decided that I would cease to be education's whipping boy.

Light! Blessed light! I would turn the other cheek. For eighteen years my labor of love had had rich recompense in the joy of teaching seventh graders, but the joy in teaching English had been gradually choked off. The time had come for writing *finis* on that chapter of my endeavor. My youthful look of cow-eyed bewilderment had given way to a sense of frustration and insecurity. I knew that I didn't know what to teach and I doubted that I'd ever find anyone who could enlighten me. The book was closed. I would make a fresh start in a new field.

Never again will I be conscience-smitten

EDITOR'S NOTE

After teaching English for many years Mrs. Hathaway decided that she had taken all that she could stand. So she moved over into a subject field where she believes that she can teach with some confidence and a feeling of accomplishment. This is her indictment of the conflicting, contradictory forces that she says have made English teaching a "desert of fumbling futility." Mrs. Hathaway followed her departure from English by teaching science in Gainesville, Fla., High School. This, she says, was "a delightful experience."

because I have made the language and the literature I love a burden and a disappointment to my pupils—an array of literary facts to be memorized. Never again will seventh-grade children suffer because of my well-meant but ill-directed efforts, and never again will I be wretched because I do not know what to teach.

Judge kindly, stranger, say this of me, "She meant well." Then forget it, for I shall be enjoying the world of little creatures and lowly things. Even in this scientific age, so deeply grained is the habit of criticising what our children do not know in English that not once have I heard anyone question the efficacy of science teaching in junior high school. Hence, nature study, a hobby that I have ridden for years, is to be my escape from this desert of fumbling futility called English. Like DeSoto of old I can chart my course and take my crew through pacific reaches of learning with no fear of any child being embarrassed by ignorance of that which he should know and I failed to teach him.

Perhaps we shall take time to compose a poem about a mocking bird singing at dawn or write a jingle about the frog in Johnnie's desk. We shall read poems and books galore about the things we see and study. Literature will become again, I hope, what it was in my beginning teaching—a

mirror through which seventh-grade pupils may see more clearly the world about them, the mysterious far-away places, and their own shy thoughts. And seeing, they will have no apprehensions, for they will never be tested for the minute facts of the literature they read.

And perhaps, who knows, some day an all-seeing fate will iron out the kinks in the

English course of study, and I may again pursue my first love with confidence and a certain knowledge that I am teaching the right things. Till then—what joy to fall asleep at night knowing that never again will any teacher have to teach her subject and mine, too, because I failed to teach what I didn't know I was supposed to teach.



* * *Tricks of the Trade* * *

By TED GORDON

FOR LATIN TEACHING—When I want to drill on a particular skill—as, for example, translating verb forms into English—we make a game of it. I type out several dozen problems, and “rows” compete in seeing how many they can solve correctly in time allotted. Pupil takes one from the desk, works it out at his seat, brings it to me for checking, tabulates his score on the board, and repeats *ad infinitum*. Pupils like it and they learn under pressure of the competition.—*Thelma Cooley, Thomas Carr Howe High School, Indianapolis, Ind.*

CREATIVE WRITING—“C. W. Day” (Creative Writing Day) is a fortnightly event in my senior English class, at which time my pupils read, criticize, and enjoy anonymous creative writing contributions of the class members. Occasionally, even I submit a

C.W. In this class the use of the word “composition” is considered outdated and strictly taboo. The reading is done in small groups; the C.W.’s are circulated. Emphasis in criticism is on creativeness, but form, grammar, and punctuation are also noted. At definite intervals we evaluate the procedure and our success with it. This group technique is a pleasant one for the students and is also easy on the teacher’s red pencil.—*Mrs. Yolán V. Tanner, Senior High School, New Brunswick, N. J.*

GIRLS’ SHOP PERIOD—Martinez, Cal., Junior High School has developed a shop program for girls during the activity period. Some 20 or 25 girls are enrolled and six or eight proficient ninth-grade boys act as shop assistants. They relieve the teacher of much of the routine instruction, perform machine operations that the girls could not do, and in general are assistant instructors.

Under this system the girls are able to make cedar chests, book cases, desks, chests of drawers, etc. The girls have articles of real value, the boys have opportunity to attain additional proficiency in their skills, and the girl-boy relationship under an informal but controlled situation has been extremely pleasant and worthwhile.—*Herbert Bergstrom, Martinez, Cal., Junior High School.*

—♦—

EDITOR’S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

I Let My Pupils GRADE THEMSELVES

By PHILIP BENEVENTO

DURING MY first year of teaching, I enjoyed—and suffered—myriads of new experiences. It was interesting to note the way in which theories studied in teachers college worked out “on the firing line.” (It was interesting to note the way in which some theories *didn’t* work out, too.) But it was dismaying to note that ever so many problems came up which had never been discussed in teachers college.

One such problem occurred when a notice from the principal’s office reminded the staff that pupils’ grades were due in a few days. (“Pupils’ grades! Good grief! How do I go about grading pupils? What did we learn in college about grading? Come to think of it, we never did discuss this problem to any extent. It didn’t even seem particularly important—then. But it sure seems important now.”)

I issued grades for that first marking period on time, but not without a feeling that a better system could be employed in grading. (“I’ll figure something out that works better before the next marking period comes around.”) However, a host of other problems also had to be figured out and the next marking period arrived before one could say “next marking period.”

The semester ended with no relief from the grading problem. Inasmuch as the school was on a semester rather than an annual promotion plan, the new semester brought new classes. Shortly after, I worked out a new approach to grading which I used for the next five and one-half years with a great deal of success.

Several issues had to be considered in resolving the new approach:

1. Do all the pupils consider the A’s, B’s, C’s, D’s, and F’s in the same light?

2. Inasmuch as the pupils are seen only two periods a week (I taught junior-high-school industrial arts), how can the teacher get to know them well enough to grade them properly?

3. Should grades be issued on the basis of pupil achievement or on the basis of pupil effort? If both should be considered, to what degree?

4. What standards should be established for pupil achievement and pupil effort?

5. Do pupils understand why they receive the grades they do?

6. Do parents understand why their child receives the grade he does?

7. Is it possible for the grading system to provide an educational experience for pupils? (Teachers college had said that teachers should constantly seek ways to make all school activities educational experiences for children.)

8. Are seventh- and eighth-grade boys qualified to engage in group discussion with their teacher on a problem as complex as grading?

I decided that this last question could be answered “Yes.” Therefore, I brought the grading problem before each class for discussion.

The Meaning of A, B, C, D, and F. Shortly before grades were due for the first marking period of the new semester, I told the boys that grades had to be submitted within a few days. This announcement immediately brought the class to order. (Discussion of grades seems to have a sobering effect on students from about the first grade

EDITOR'S NOTE

For the more than five years that Mr. Benevento taught industrial arts, he used a system of grading that he had developed, under which the pupils were responsible for marking themselves. He is now working on his doctor's degree at Syracuse University, Syracuse, N. Y. He tells how his system worked and how the pupils responded to it. You may feel that such a plan is full of bugs. His disquieting answer is, "So is yours."

through graduate school.)

The pupils were asked to tell what possible grades could be received. Immediately the answer—A, B, C, D, and F—was recorded on the blackboard. I then asked the class to tell what each of the letters meant. Now the responses were slower and not nearly so clear-cut. Debates arose as to whether a C was a good mark or a poor mark. Similar debate arose on the other grades. Should most of them receive B's or C's? Who should get A?

It was surprising (or not surprising, depending on one's point of view) how intelligently these young people discussed the issue. Surprising or not, though, it was wonderful to see how they participated in a lively group discussion. Progress was relatively rapid, too.

They finally decided that a C meant that most of what might be expected from a junior-high-school industrial-arts pupil in terms of quality and quantity of achievement and effort had been accomplished during the marking period. B meant that achievement and effort were more than might be expected, and a D meant that achievement and effort were less than might be expected. An A meant that *both* achievement and effort were considerably above what might be expected, while an F meant that both achievement and effort were considerably less than might be expected.

Could just anyone get an A? No, they

decided. Must someone get an F? Again, no. The ability to achieve well might be more or less natural, but effort is within the individual's control. If he tries and doesn't achieve too well, he shouldn't get an A, but he shouldn't get an F either.

Not unlike professional educators, the class, too, became involved in the problems of establishing standards and appraising achievement and effort.

Who Knows You Best? Standards and appraisal are profound problems which, in the final analysis, are approached subjectively regardless of who attempts to establish the standards or appraise the results. It seems reasonable, then, that the element of subjectivity in appraisal should require that the appraiser know more about the appraised than anyone else does.

"You are the appraised," I told the boys, "and who knows more about you than anyone else?" "We do!" they chorused. It would also seem reasonable, then, that a pupil himself is in the best position to appraise himself because he knows more about himself than anyone else—even more than the teacher does.

The classes now appeared a bit confused. This was different. It sounded logical, but it was different. Finally, however, the boys agreed that they would like to try the plan.

Standards. In appraisal, one must know the basis for appraisal. "How are we to know what is expected from us?" the class asked. Young people are very logical if approached and understood logically.

Two dimensions of expectation in school work exist: (1) achievement, and (2) effort. The quality and quantity of achievement can be appraised by comparison with the achievement of others or by one's "feeling" about the quality and quantity of his own achievement. This procedure may appear arbitrary, but it is no more so than the setting up of standards which seem to be based on every consideration except one—the self-expressed needs and interests of the pupil himself. In my experience, such self-expres-

sion has appeared quite valid. As for effort, the pupil's reflective thinking on the effort he exerted during a recently passed period of time usually tells one how hard he tried. He knows that about himself better than anyone else. Standards for what might be expected in achievement and effort were to be self-realized.

Why Certain Grades? A pupil who has clear ideas as to the meanings of the various grade symbols and who appraises his accomplishments in terms of standards that he establishes himself is surely in a better position to understand why he receives (the class decided that "earns" would be a better word) the grade that he does.

Parental Understanding of Grades. Parents often ask their children why certain grades appear on report cards. This is especially true if grades are lower than the parents wish. Usually, responses in those instances do not add to the prestige of the parent, the child, the teacher, or the school.

The boys decided that they would discuss the matter of grades with their parents. Each decided that he would "educate" his parents as to what A's, B's, C's, etc., mean. He would be able to justify, to explain, the grade that was earned in industrial arts because he would have derived that grade on the basis of a self-appraisal in terms of self-established standards.

An Educational Experience. Whether or not the group discussion on grades was an educational experience was not discussed during the sessions. The pupils' avid participation with concomitant agreement, disagreement, resolution of group ideas, and acceptance of group decision—in short, democratic principles in action—left little doubt about derived benefits.

How would an approach to grading as I have outlined it work? Actually, the plan

worked exceedingly well during all the time that I taught after adopting the idea. But it involved even more work than before. Each pupil, before every marking period, had a private consultation with me, at which time or shortly after the pupil determined his grade. At this consultation pupil and teacher discussed the boy's progress. It also provided an excellent time for every boy to air personal problems.

What did I do if an obvious F or D pupil reported himself as an A pupil? In that case, the A was recorded and duly reported. That happened only on a couple of occasions, with interesting results in each case. The A tumbled down at the next marking period on the pupil's own reported self-appraisal. Curiously enough, in one case the boy asked whether his earlier A couldn't be adjusted downward. Again and again I was impressed by the sincerity and honesty of these young people. I worked with more than 500 boys for more than five years.

The issues mentioned earlier in this article appeared closer to solution after I adopted the plan of self-appraisal. Of course, the plan is not a panacea for problems in grading. In fact, the current system of grading found in most schools is not the system that I feel is most sound educationally. It is, however, the system with which most teachers must operate until a better one is accepted by school authorities. The plan outlined in this article seems preferable to the issuance of grades by the teacher, usually on little more than an arbitrary basis.

One may well ask, "How can so much time from classwork necessary for such a series of group discussions be justified?" I justified the time to my entire satisfaction. Incidentally, the entire discussion took, for each class, one class period.



Bringing foreigners to this country for courses of study is one of the cheapest and most effective means of cementing America's alliances at the grass roots level.—CHARLES A. FEN-
RON, Yale University instructor, as quoted in a Yale news release.

What Principals Should Know About REMEDIAL READING

By

L. R. DAVIS and JACQUELINE DAVIS

IN RECENT YEARS much concern has been expressed by educators as well as laymen over the inadequacy of the reading skills of a considerable portion of secondary-school pupils. Numerous studies have shown that the majority of failures in high schools may be traced directly to disabilities in basic reading skills. Reading instruction, long considered the province of the elementary school, is becoming a major concern of the high schools.

The seriousness of the problem demands a thorough, sound, and well-rounded method of attack. It is generally recognized that in order to meet the needs of the entire secondary-school population, the teaching of reading from both the developmental and remedial aspects must be included in the high-school curriculum. Because developmental reading is ordinarily carried on by the regular staff within the framework of the existing school organization, administrators feel reasonably secure in working with the developmental program. In the area of remedial instruction, on the other hand, the problems of the administrator are both numerous and difficult. It is to the remedial-reading program that the attention of the administrator is directed in this discussion.

In assuming the responsibility for organizing and implementing the reading-improvement program, the administrator must begin by familiarizing himself with the characteristics and procedures of successful remedial instruction. A study of some of the best remedial-reading programs shows that although they vary in detail, there are certain common elements which

contribute to their effectiveness. The most important characteristics seem to be the following:

1. Thorough diagnosis, using an adequate testing program.
2. Systematic instruction based on a variety of materials at the pupils' own levels.
3. Utilization of the interest of the pupils in selecting materials.
4. Continuous evaluation in which the pupil is kept informed of his progress.

As a first step in planning, the administrator must take into account the types of pupils for whom the program is being designed. Each case is different and each requires individual diagnosis. However, it has been noted that certain characteristics appear frequently among young people who are retarded in reading.

Some pupils, who are making unsatisfactory progress, have been found to be suffering from uncorrected physical disabilities, such as defective vision and poor hearing. Studies of attitude have shown that pupils in need of remedial reading are indifferent to reading, or have a definite dislike for reading. Emotional factors have also been found to be important. A large percentage of poor readers suffer from emotional maladjustments or have problems of conflict in the home.

The selection of pupils to be included in the remedial program is one of the most important of all considerations, especially in schools where funds are limited and problems plentiful. The policy of the administration should be to include in the remedial program only those who cannot satisfactorily improve in the developmental reading program. Boys and girls whose read-

ing level is below what is expected in terms of their mental ability should benefit by remedial instruction.

In other words, remedial instruction should be directed toward those whose reading is not commensurate with their capacity as reflected by intelligence tests. This group will constitute about fifteen per cent of the school population. The slow learner, or mentally retarded type of poor reader, does not belong in the program.

The size of the remedial class will vary with the situation. In general, it is safe to say that remedial instruction will proceed more economically and advantageously if the classes are kept small. Some authorities state that only an exceptional teacher can do satisfactory individual work with groups larger than six or seven. However, experiments have been reported in which as many as twenty pupils have been assigned to a group with good results.

If at all possible, provision should be made for some individual remedial instruction. On the basis of diagnosis the remedial teacher will be able to organize the program and to decide which pupils can be taught in groups, what groups should be formed, as well as which pupils will need individual attention. Factors to be considered in determining whether a case should receive group or individual attention are the type and degree of the disability and the emotional condition of the pupil.

Nothing is more vital to the success of the remedial-reading program than the selection of a qualified teacher. Keeping in mind the types of young people with whom the remedial teacher will work, the administrator must seek a trained person who possesses those qualities necessary to establish rapport and stimulate interest. In addition to having a genuine desire to help, the remedial teacher needs experience in the techniques and methods of diagnosis and in remedial work. It would seem unnecessary to point out the need for specific training,

yet teacher selections are often made on the basis of expediency and convenience.

The materials of instruction constitute another aspect of the remedial program to which the administrator needs to give close attention. Although the recommendations for specific materials to be used should come from the remedial teacher, final approval must, of course, be given by the administrator. As has been noted, remedial pupils often have developed a certain lack of interest in and resistance to reading. A wise choice of appealing materials is of help in overcoming these factors.

The materials should be highly interesting to the individual pupil and very popular among pupils in general. Excellent materials for remedial instruction are now on the market and in abundant supply. Since the pupils, in all probability, have already spent much time struggling with material beyond their ability to understand or use, special care should be taken to insure that the remedial materials are not too difficult. The remedial teacher undoubtedly will wish to develop many of his own exercises to fit special problems and needs.

Some schools favor the use of instruments such as the tachistoscope, reading accelerator, and special films. In general, these devices are costly and should be used

EDITOR'S NOTE

The authors say that while administrators can take the developmental reading program in their stride, they often find themselves confronted with quantities of king-size problems when they deal with the secondary-school remedial reading program. This article, then, attempts to throw some light on the problems of remedial reading administration, and to offer hints on coping with them. Mr. Davis is assistant professor of education, and Miss Davis is a graduate student, in the College of Education, University of Alabama, University, Ala.

only when diagnosis shows a particular need that can be met by them.

Scheduling is one of the major responsibilities of the administrator in the management of the remedial program. A place should be provided within the regular schedule for the remedial classes, and regular periods should be established in which pupils report for remedial work just as they do for mathematics or history classes. Remedial instruction should not be substituted for enjoyable activities. For example, it is not advisable to schedule remedial classes at the physical-education or shop period. The resulting resentment would handicap progress in the remedial work.

The remedial classes should meet often. It is generally recommended that daily sessions be held. Remedial-reading instruction is a form of systematic instruction and will produce better results when scheduled at regular, frequent intervals. The pupils need much drill and review in order to establish new habits.

The length of time a pupil remains in a remedial class will depend on the degree of

his disability and his program. He should continue the work as long as he needs it and is able to progress. Because of the organization of the secondary school, it seems necessary to have daily sessions of remedial work for one semester at least.

It may be advisable in certain cases for the administrator to reduce the amount of work an individual pupil is taking when he enters the remedial class. Pupils with reading problems frequently have difficulty with other subjects because so much work in high school is verbal in nature. An extra class, even though it be remedial, will only increase the burden. Necessary adjustments in work load can be made by the administrator where needed.

The administrator should designate a special room to be set aside for the use of the remedial worker. Some permanent place is necessary for the equipment, materials, and records needed in the remedial program. It should be attractive, pleasant, well lighted, and centrally located. In short, the physical environment should be one in which pupils will enjoy working.



"Too Wise" Teaching

Undoubtedly many teachers become too wise through too much specialized experience in their particular areas of teaching. Unless the teacher realizes that he is becoming more and more sophisticated in his field, and that a conscious effort must be made to keep his teaching at the student's level, he cannot be a good teacher.

It would be enlightening if each teacher could be forced to remember the surprising number of times a specific fact or skill was explained to him before he understood or remembered it. Also, each teacher must consider that he has been through the same experience ten, a hundred, or perhaps a thousand times. Now he is asking and expecting a student to reach his degree of sophistication in the matter of minutes and with very little explanation.—MEARL R. GUTHRIE, JR., in *Ohio Schools*.

First of Practical Arts

With the appearance of bookkeeping on the class schedule of the English High School of Boston in 1823, business education became the first of the practical arts to make its debut in the public secondary-school curriculum. During the period 1875-90, commercial arithmetic, business forms, commercial law, and commercial English augmented the meager offerings among business subjects in the high schools.

Another milestone occurred when Pittsburgh High School established a commercial department in 1872. However, the public high school ran poor competition with the private business school in training business workers during most of the nineteenth century, and the real growth in this area of the curriculum took place after 1890.—AUSTIN J. MATILLA in *California Journal of Secondary Education*.

We Haven't Really *Why seniors won't enter teaching* Worked on Our Students

By
J. HOWARD KRAMER

LIKE MOST of the states of the union, South Dakota is facing a serious problem in finding enough competent teachers to fill the classrooms of the State. In fact, in some areas of the State the question of competency has to be waived and the problem becomes one of finding someone with even the most meager of preparation to keep the schools in operation.

Since the raw material out of which teachers are made comes from the high schools, this study was made to determine what percentage of high-school seniors plan to enter the teaching profession; to determine the reasons seniors have for not wanting to become teachers, and to ascertain, if possible, some of the influences which affect their decisions.

Questionnaires were sent to the superintendents and principals of ten high schools. These school administrators in turn arranged to have the questionnaires filled out by members of the senior classes. There are 638 seniors in the ten high schools studied, and the size of the senior class varies from 5 in the smallest high school to 209 in the largest high school. The sampling included high schools in all geographical areas of the State. It is believed that enough seniors and high schools were included in the study to make the findings fairly reliable.

First of all, this study tried to determine the reasons why so many high-school seniors are not attracted to the teaching profession. Of the 638 seniors who filled out questionnaires, 542 or approximately 85 per cent are not interested in becoming teachers. Ninety

per cent of those who are going into other professions or vocations indicated that they are doing so because of a strong vocational interest. However, approximately 7 per cent of those who do not wish to become teachers are simply shying away from the teaching profession. So far, at least, they have made no other vocational or professional choice.

In addition to having strong vocational desires in other directions, the seniors included in the study gave other reasons for not wanting to become a teacher: (1) One hundred fifty or approximately 30 per cent indicated that they do not believe teachers are paid enough money; (2) One hundred five or approximately 20 per cent felt that teachers cannot live an independent life; (3) Forty-nine or approximately 10 per cent stipulated that they do not like children; (4) One hundred thirty-eight or approximately 13 per cent felt that there was no future in teaching; (5) Sixty-eight or approximately 12 per cent felt that there was no job security; (6) and 56, approximately 10 per cent, indicated that they do not think teachers are respected.

To determine the experiences which the high-school seniors had had in school that might have affected their decision as to whether they wanted to become teachers, certain other significant questions were asked and some significant replies were received.

Of the 542 who are not interested in becoming teachers, 55 or 10 per cent did not think that most of their teachers had been good ones. However, only 9 of this group,

EDITOR'S NOTE

Dr. Kramer's study of the per cent of students in the graduating classes of ten high schools who planned to enter teaching, and the reasons the others had for not entering teaching, disclosed one particularly interesting point—that the pupils' teachers had "done little to encourage" these young people to consider teaching as a career. The author is head of the Department of Education, South Dakota State College of Agriculture and Mechanical Arts, College Station, S. D.

or less than 2 per cent, had not had the experience of having a teacher whom they admired or respected. It seems significant that no teacher had ever tried to persuade 414 (76 per cent) of this group of seniors to go into teaching. Five hundred thirty-four or almost 100 per cent of this group had never belonged to a chapter of Future Teachers of America. Almost 23 per cent (127) of the group did not think that they knew anything about the teaching profession, and 167, approximately 30 per cent, indicated that they were unaware of the opportunities in the teaching field.

Practically all of the 638 seniors included in the study were of the opinion that teaching is important work. Only about 3 per cent indicated that they did not think so. The group not interested in teaching were divided almost half and half in their judgments as to whether any teacher had been a real influence in their lives; 52 per cent felt that teachers had been, and 48 per cent said, "No." Approximately 71 per cent of this group did not feel that they had acquired any habits or attitudes because of those which teachers possessed, and the other 29 per cent thought that they had.

Turning to the 96 seniors who are interested in teaching, 15 per cent of the total group of seniors studied, there are other significant and enlightening data. Ninety-five (almost 100 per cent of this group) felt

that most of their teachers had been good ones. Ninety-five indicated that they had known and associated with teachers whom they admired and respected. However, teachers had tried to persuade these young people to go into the teaching profession in only 39, or 41 per cent, of the 96 cases. This means that no teacher had consciously exerted any influence in determining the decision of 57 (59 per cent) of the cases. Only 32 or 33 per cent of this group had ever belonged to a Future Teachers of America chapter.

Ninety-two or 96 per cent of the group indicated that they knew something about the teaching profession, and 81 or 84 per cent indicated they were somewhat familiar with the opportunities in the teaching profession. The entire group felt that teaching was important work, and in two-thirds of the cases teachers had been a real influence in seniors' lives. However, only 37, 38 per cent, of those planning to go into teaching indicated that they had acquired any of their attitudes or habits because of the influence of their teachers.

Since it is frequently claimed that only the high-school seniors of lesser ability are attracted to the teaching profession, an attempt was made to find out the high-school performance of each individual filling out a questionnaire. It is true that we have only the pupil's estimate of his own ability, but since the questionnaires were not signed, it is assumed that their opinions are fairly reliable, and it can probably also be assumed that there would be no more error in the judgment of those going into the teaching profession than there would of those who are inclined toward other professions or vocations.

Of the non-teacher inclined group, 29 (approximately 5 per cent) indicated that they were below average; 354 (65 per cent) indicated that they were average, and 159 (30 per cent) stated that they were above average. Among the group of 96 who indicated that they plan to become teachers

only one felt that he was below average. Fifty-three or 56 per cent felt that they were average, and 41 or 43 per cent were of the opinion that they were above average.

Taking a look at the high schools studied, there does not seem to be any significant difference in the percentages of seniors planning to go into teaching regardless of whether the school is very small or relatively large. The smallest high school included in the study, with only 5 seniors, had no one who planned to become a teacher. However, it was found that in another small high school with only 23 seniors, 13 per cent of the class plan to become teachers. This is only 2 per cent less than in the largest high school studied, where 15 per cent of a class of 209 plan to become teachers.

Certain conclusions can be drawn from this study which ought to be helpful in planning teacher recruitment:

1. It is doubtful whether enough recruits can be found unless teaching can be made to appear as a more attractive field of work. This means primarily that we must pay our teachers better salaries and they must be able to see a definite and worthwhile future in teaching. If these two things can be accomplished, the other minor objections which youth see in the field will tend to take care of themselves.

2. The more good teachers we have in the schools the greater their influence is going to be in persuading high-school young people to go into the teaching profession.

3. If this study has any reliability, it is apparent that teachers have done little to encourage promising young people to take a realistic look at teaching as a lifetime career.

4. While chapters of Future Teachers of America have been an important influence in recruitment, there are all too few of them operating effectively in the schools. While the average per cent of the group

studied who wished to go into the teaching profession is 15, the per cent in one high school is 35, and the questionnaire showed that practically all of this group had belonged to an F.T.A. chapter. It is also known that this is one of the best chapters to be found in the State of South Dakota. High-school seniors seem to know considerable about the work and the opportunities involved in teaching. It is not clear, however, that all of them have received as much information in this area as is desirable.

5. Apparently most seniors recognize the importance of teachers and teaching, and yet all too few of them, apparently, are being effectively influenced by their teachers. It seems clear that unless we can more effectively recruit young people for the teaching profession, the teacher shortage—which is already acute—will continue to get worse instead of better.

If the sampling in this study is sufficiently large and accurate to reflect the attitudes of all seniors in South Dakota, there will be approximately 1,050 seniors who will begin their preparation as teachers next fall. To assume that all of them indicating an interest in the teaching profession will become teachers is overly optimistic. But assuming that they do and that the number going into the teaching profession does not increase, it means that South Dakota will be training only two-thirds as many new teachers as it needs each year, and this situation will get worse instead of better if the number of children in the schools of this State continues to increase at the rate of approximately 5,000 a year.

This seems to be the picture as far as teacher supply in this State is concerned, and it is probably typical of other states. The high-school seniors themselves cannot be blamed, but the problem it poses the teaching profession and the American public is clear. Many are called, but the number responding is altogether too few to take care of the needs of American schools.

Events Leading Up to THE BOOBY-TRAP

By
WILLIAM E. GILLIS

MY INITIATION into teaching was rather sudden because I had finished my college work at the mid-year. I was a student in a small so-called cow-college one week and a member of the faculty of one of the better known private schools the next—a school whose faculty members were referred to in the school's advertisements as "Christian masters from the great universities." Of course, we read such statements with tongue in cheek because a poll of the recent appointees—all World War I 4-F candidates—showed representatives of colleges unknown to anyone residing beyond their county lines.

The sudden transition was painful at times. My fellow students at college were middle class. Dress was strictly informal and it was claimed that anyone of the few who owned tuxedos automatically became a member of the glee club. I was not a member. Here was I, a preceptor or instructor in a school whose pupils came from homes where, even though many of them were broken, the better things of life were known. Here, only a year or two later, was enrolled the son of "Gentlemen, the President of the United States." It was that kind of a school.

The headmaster was a rugged individual who ruled with an iron hand. He was very proud of the fact that he had played eight years of varsity football and had been a member of one of the teams which battled each other in the first Yale-Princeton game. He and his family occupied North Cottage and were referred to as the Royal Family. The headmaster's wife was a gracious lady, used to the social amenities and punctilious

to the extreme in protocol and decorum. It is she who is the central figure of my tale.

I had been a member of the staff only a short time when the faculty chairman of school activities sent me this note: "Congratulations! You have been appointed chairman of the Reception Committee for the Senior-Faculty Social. Dress will be formal."

What to do? I had no formal dress and I had a distinct aversion to wearing it. With such attire I felt that I would be as comfortable as the man who dreams that he is on busy Main Street with his shorts on. The flattery in the note left me cold but I did have to find a solution, and the only one seemed to be reliance on one of my fellow instructors who possessed a tuxedo. I didn't know the veteran instructors well enough and I guessed that they had served their time and would be unreceptive. I thought of one of the other neophytes who, fortunately, owned a tuxedo. He had been a member of his college glee club. He readily consented to take my place.

The duties of the chairman of the Reception Committee were more or less similar to that of a handy man except that the latter doesn't have to dress formally. The procedure consisted of borrowing furniture from the pupils and setting it up in the huge dining hall. The seats were arranged in semicircular fashion and the place of honor at the center of the arc was reserved for the wife of the headmaster. The boys were very cooperative in making furniture available for the occasion. In fact, two of the most generous donors, who roomed together in the dormitory supervised by my

pinch hitter, offered a fine Morris chair for the First Lady. She was rather on the stocky side and this would be just right.

The party got off to the usual slow start, with everyone awaiting the arrival of the Royal Family. Finally the headmaster and his wife arrived at the entrance to the hall. The president of the senior class was to escort the lady to the seat of honor first and was then to do the same for the headmaster. As the class officer proudly started the march to the proper spot everyone arose and applauded. The lady turned to those assembled, bowed and smiled pleasantly. Then she sat down.

Immediately the group was electrified as they saw her sink down to the floor within the frame of the seat of the chair. Of course, she was heavily built, but that surely couldn't be the cause. No time to wonder why, theirs but to do or die, as the poem says. With two men at each arm of the chair and two in front grasping the victim's hands, they managed to extricate her.

Somehow or other a piece of stiff cardboard had been substituted for the usual support of the chair seat cushion. Needless to say, the party fell something short of

EDITOR'S NOTE

"This is a true incident—but all of the principal characters have gone to their reward," writes Mr. Gillis. He was a young man who luckily didn't own a tuxedo at the time. Now retired, he is secretary-treasurer of the Connecticut Association of Public School Superintendents. From his home on Baxter Road, Hyannis, Mass., he edits The Connecticut School Administrator.

being a success. Most of those present were in a subdued mood—especially the headmaster, his wife, and the kind soul who substituted for me as chairman of the committee on arrangements.

When I heard about the affair I was beset with mixed feelings. I was very much relieved that I hadn't officiated and yet I felt sorry for my fellow worker. I knew what strength the headmaster could muster when he had reason to call someone on the carpet. The next day, when I saw my confrere going on his way to answer the summons of the headmaster, I thought: There, but for a tuxedo, go I.



The Core Teachers Have Their Problems

Few recent developments in the field of education have received more enthusiastic approval than the problem-solving method of teaching in the core-curriculum situation. Testimonials have been forthcoming from curriculum experts, classroom teachers, administrators, and professional organizations. We advocates and teachers of core programs do not have to be convinced of the effectiveness and the value of integration of skills and subject matter via the problem-solving technique.

Yet, despite its seeming popularity among educators, the core has failed singularly to spread—not only to other schools but within schools in which it has been tried.

Part of our problem lies in the fact that the core has been defined and redefined to the degree that the word no longer communicates. It has neither referent nor synonym. The core, being flexible, has been defined in the light of local situations by writers of varying points of view as to relative values.

Any all-encompassing definition must be couched in generalities. This demands initiative and imagination on the part of those who must interpret and then teach. . . . Concrete know-how concerning method, technique, and evaluation is badly needed.

There is the further problem of time needed for the preparation this complex type of teaching demands. Most administrators impose the same pupil-teacher ratio upon core teachers as they do upon teachers of traditional set-up.

The core program, particularly on the high-school level, presupposes knowledge on the part of the teacher that is sometimes unreasonable to the extreme.

There is a great and crying need for research and writing in the core field—not only on the problems mentioned here but on a host of others relating to the internal structure of the core program.—ROBERT COOKE in *The Indiana Core Teacher*.

Summer Give & Take:

ENGLISH Teacher Gets Industrial BRIEFING

By
YOLAN VARGA

WHAT IN heaven's name could an English teacher find of interest in industry?

As I entered the conference room in the executive building of Personal Products Corporation in Milltown, N.J., to teach the first class of three series of courses in effective written communication, I saw my reflection—silly, but pleased, and predicated on surprise—in the large mirror on the opposite wall. The softness of thick carpeting, decorator colors of robin's-egg-blue walls complemented by warmly colored drapery, the fabulous wall-to-wall bulletin board, the massive conference table, and the welcome coolness of air-conditioning are the things I remember as the first of many first impressions in my industrial orientation.

This was just the beginning of a very interesting and fruitful summer work experience for me. My job was part of the Work-Study Program sponsored by Rutgers University, in cooperation with industries, for teachers and counselors. The workshop was directed by Mr. Robert Poppendieck of the School of Education at the University. We were employed full-time for an eight-week period, and were concerned mainly with orientation in industrial activities, supplemented with some work contribution. In addition, the members enrolled in the workshop met in weekly evening classes to evaluate our work experiences in the light of educational implications.

But I am an English teacher. What could

I find of interest in the industrial pattern? It didn't take me long to find some answers. During my many conferences with executives, supervisors, secretaries, and union personnel, I learned that people in industry do not underestimate the importance of constructive work attitudes and effective communication skills, which can be main concerns in any English curriculum. Also, I was given the opportunity to conduct communication conferences geared to industrial needs in letter, memo, and report writing.

The lush atmosphere of the conference room was a decided contrast to the usual school classroom. But people are a necessary part of both school and conference room, and this one had its share of them. I was surrounded by a group of secretaries, relaxed but nonetheless eager to learn, and it didn't take long for me to warm up to them.

This situation posed no problem of motivation or discipline. Their jobs, from which the conference was respite, were motivation enough for these young women. The casual atmosphere and odor of cigarette smoke apparently disturbed no one.

The classes in effective communication which I held for supervisors proved equally stimulating as the weeks rolled by. It was a unique experience to work with a heterogeneous group ranging in educational background from high school to Ph.D. levels.

The orientation program which was planned for me was extremely interesting. Visits through the manufacturing, research,

shipping, tabulating, filing, recreation, training, and personnel departments have given me at least a "feeling" for industry, if nothing else. Railroad tracks and freight trains within the plant, loading areas for trucks, the sounds of activity in the paper mill, and the piles of stock are some more of the impressions that will remain with me for a long time to come.

The purpose of the hyphenated Work-Study Program was to develop a better understanding between educators and industry which might in turn help the pupil to approach the world of work successfully. During my many conferences with supervisors, I always asked the question, "What would you like me to 'peddle' back at school that will help Bob to prepare himself for the world of work?" The answers called for qualities based on desirable work attitudes and improved skills. The supervisors want workers who have learned to:

1. Take pride in work.
2. Do more than what is required.
3. Assume responsibilities.
4. Produce work of quality.
5. Develop communication skills.
6. Develop commercial skills.

Seeing industry at work and taking part in some of its activities have broadened my perspective in teaching. I find myself concerned not only with Bob back at school, but also

EDITOR'S NOTE

The past summer Miss Varga, an English teacher in New Brunswick, N. J., Senior High School, was employed full time for eight weeks by a New Jersey industrial concern. The project was part of a work-study program for teachers conducted by Rutgers University. She taught communication skills to a group of plant personnel. And in exchange she learned several things that will help her to teach her pupils to prepare themselves for the "world-of-work."

with some of the Dicks, Marys, and Janes that I met in industry, persons who are sources of inspiration for modification of my lesson planning.

To summarize the total experience, I see a need for a happy union of general education and training skills, with a sharpened focus on the latter. I don't intend to upset the courses of study as they have been established by the school, but I do hope to impart some feelings that will be contagious enough to interest other teachers in industrial orientation, and perhaps even to "peddle" the need for an orientation program for industrial supervisors in current school curriculums and special-service offerings.

One Sandwich

By JAIROS J. DEISENROTH

I knew that Gus Varner had a tough time getting along on his teacher's salary, of course. With three kids and having just moved from his former community some thousand miles away, he couldn't possibly have been too flush with the do-re-mil!

Even with this knowledge I was hardly prepared for what happened the day I met him at the elevator at noon time. After a pleasant word of greeting, I said, "Going out for lunch? How about us eating ours together, today?"

"I'd like to. But you see, I had to pay an unexpected doctor's bill of twelve dollars last week, and I'm flat broke. So today I'm eating a sandwich that I brought from home."

Then he buttoned up his coat, looked up brightly, and added, "Ask me any time after next Friday, pay day, won't you?"

On my way down to the street I recalled that last June Gus had received a doctor's degree from Yale.

EXPERT Teachers Are an Experience Curriculum

By
CARL G. MILLER

ONCE MORE, please, another reference to the well worn definition of a university—the one that says it is nothing more than a log with a student sitting on one end and the famous teacher, Mark Hopkins, ensconced at the other. We need the example once again to show that even here is the experience curriculum in action. The student is having a real experience in dealing with an expert teacher, and what more in education should we ask? The experience curriculum, regarded from one point of view, can be that simple.

It's so easy to confuse teachers with the terminology of some new educational philosophy—the experience curriculum, for example. Teachers with books have been fundamentals in classroom instruction for so long that when someone suggests we build the curriculum around experiences many young mentors start groping for the necessary somethings that the educational philosophers have in mind.

They get the idea that books are not very important and that the teacher's own knowledge is a secondary matter. The main thing is to rig up some experiences somehow and have the pupils take part in them. Something from the so-called outside world must be brought to school, and when all pupils have participated in that something, education has undoubtedly taken place.

It is proverbial, of course, that we learn by experience. It is also sad to note that some people, to all appearances, refuse to learn any other way. But just what is experience? Well, for one thing, an experience takes time. Some full experiences could last less than an hour, but most take a much longer time—often days or even years.

An experience involves at least one person in action with cooperating or opposing elements, most common of which are people but many of which could be animals or the forces of nature. A rich experience is likely to affect all the elements of the man involved. His senses are activated; his mind is affected; his feelings come into play; his body goes into action. There is usually some sort of struggle.

The participant is likely to end the experience with a result we call success or failure. He reaches a conclusion of some sort. Furthermore, he comes to this end with such a vivid effect that his conclusion is deeply impressed on his memory, and his nature is disposed to regard the conclusion as a permanent guide to his life.

Now there are all sorts of ways to stage experiences in the classroom that will have undoubted educational value. Or it is possible to take pupils out of the classroom and, as in a well managed field trip, provide them with an effective educational experience. The point we wish to make here, though, is that there is such a thing as an expert teacher whose regular sessions with pupils are vivid experiences in themselves. Pupils who are lucky enough to get the benefit of them have really learned.

As to the time element: This is a simple matter because the pupil must be with this vigorous personality day after day for, as we say, a term. In most cases, it is a semester.

As to the interaction of personalities: This is also simple. The personalities are the pupils of the typical class—about 30—but the personality supreme is the teacher who has made plans for each session and who is at all times in control. Here also is

the social situation so much needed in education. Directed by the teacher, practically all personalities are engaged in an undertaking with no small amount of interest. Each is trying to succeed, but at the same time each is noting how well the others are doing. The smart ones exclaim perhaps at the slowness of the dull, and the slow make silent judgments on how well they are doing as compared to the more intelligent. Frequently, there is expression of public opinion. It approves of what someone did, or disapproves of the failure of another. Whoever gets judged feels it.

The teacher is in the midst of all the action. He approves and disapproves; explains; narrates; argues; describes. He sees that the period is occupied with minor units of instruction, various as only a wise teacher can make them and psychologically presented in order to maintain interest. He is the sun, and the pupils are the garden plants growing up under cultivation and control.

As to the operation of the whole person: So will it be if the teacher is an expert. There will be physical action to the daily educational experience as well as mental, but the emphasis will be on the latter, since going to school is first of all designed to develop the mind. There will be a constant challenge to pupils to see, hear, feel, taste, and smell new things. There will be emotion. It is a poor teacher who cannot bring amusement and laughter into the "lesson." And it is an inhuman business if at times other emotions, such as anger and disgust, don't show themselves.

As to the struggle: The session must, of course, be devoted to reaching certain goals. Pupils will know what they are. They will be stirred to whatever action is needed to achieve them.

As to success and failure: The teacher will lead most of the pupils to success as the result of their effort, but the experience will not be true to life unless there is some failure. The experience must demonstrate

that success is possible with the right kind of effort and sufficient mental and physical equipment, but it must also show that failure is possible through insufficient use of either. Successes and failures will ordinarily be labeled in the form of grades.

As to the permanent value of the experience: This is likely from the sum total of pupil experiences under the expert teacher. It must be the cumulation of a term's work. Whether the pupils remember the teacher as *severely hard but edifying* or as *interesting and highly instructive* doesn't make a great deal of difference, although the latter judgment is preferable. The main thing is that the pupils remember vividly that once they had a course under so-and-so and that the teacher's name will remain as a symbol of this experience for a long time to come—perhaps through life.

Thus can an expert teacher create an educational experience in the classroom. What he puts on is a series of events that are just as real as the pupils will get anywhere in life. And may such a teacher never be harried by some ignorant supervisor because he is not importing certain other types of experiences into his classroom! After all, the experience curriculum should be a term of broad meaning.

EDITOR'S NOTE

Mr. Miller believes in the idea of the experience curriculum, and thinks that much good can come of field trips, guest speakers, mock UN sessions, and bringing a cow into a large-city school so that the pupils can see and touch that rural mammal in person. But he also thinks that pupils are getting experiences of the highest quality when they are taught by expert teachers—that fine teaching is an experience curriculum in itself. Mr. Miller is director of publications at Lewis and Clark High School, Spokane, Wash., and is author of a high-school journalism text to be published shortly by Henry Holt & Co.

Events & Opinion

Edited by THE STAFF

WHO GOES THERE: A resolution introduced in the City Council of New York City by a councilman named Barnes would require Boy Scouts, Girl Scouts, and Campfire Girls to swear that they are innocent of subversive association before they are permitted to use city schools for meetings.

Barnes, says the New York *Post* in an editorial, has also called for creation of a standing committee to investigate any educational methods in the city's schools which are based on "the modern or progressive system of education." It is not clear, comments the *Post*, whether Councilman Barnes feels that a Boy Scout who has been exposed to "progressive education" can legitimately take the oath.

DESEGREGATION DEVELOPMENTS: The following items are taken from various newspapers' and wire services' reports:

Seven governors attending the Southern Governors' Conference in Boca Raton, Fla., issued a statement that racial integration in the public schools of their states would "engender dissensions that do not now exist." They said that they would "exercise every proper prerogative" in preserving the right of the states to "administer their public-school systems in the best interest of all our people."

Signers of the statement were the governors of Virginia, Louisiana, South Carolina, Texas, Georgia, Florida, Oklahoma. Present, but not signers of the statement, were the governors of Tennessee, Arkansas, Kentucky, Maryland, West Virginia, and Alabama.

Florida's Acting Governor Johns advocates a nationwide vote on the segregation question. The question of whether segregation in schools should be abolished, he said, is "by far too great an issue to rest simply upon a judicial opinion of only 9 men."

The Attorney General of Oklahoma has filed a brief with the Supreme Court urging it to consider the State's financial and legal problems in setting a date for the end of racial segregation in schools. He said that the State's school financial structure is "grounded in constitutional and statutory provisions of long standing—the uprooting of which in an effort to conform will take time to solve."

Rapid desegregation of schools results in fewer complications to the community than a policy of hesitation and "gradualism," according to "Schools in Transition," a report on spot surveys of school integration programs from New Jersey to Arizona, financed by the Ford Foundation's Fund for the Ad-

vancement of Education. Many of the surveys were made in border states where problems might resemble those in Southern communities. The report sums up, "Where desegregation has been tried the typical outcome has been its eventual acceptance," and concludes:

"As the South begins what undoubtedly will be a gradual and uneven movement toward integration, there will be some incidents of personal conflict and name-calling—even instances of disturbances.

"A generation from now the people of the U.S. may be able with some pride to look back on this period as a time of successful transition, accomplished in characteristically American way."

UNITED NATIONS KIT: "United Nations in the Schools: A Teachers' Handbook and Kit," revised, 1954, may be obtained for 25 cents from American Association for the United Nations, 345 East 46th St., New York 17, N. Y. The kit will be kept up to date throughout 1955 by the substitution of new and timely pamphlets on the United Nations.

At present the kit contains 18 leaflets, pamphlets, charts, and other items. Among them are: *Music for UN Programs* (songs, sources, prices); *1954 UN Publications* (free and inexpensive periodicals, pamphlets, and materials); *The United Nations, Unesco, and American Schools* (Educational Policies Commission pamphlet); *Visitors' Guide to the United Nations*; *The Structure of the United Nations* (wall chart); and *Box Score on the UN 1945-54* (brief summaries of 18 international problems on which the UN took action, and what was accomplished). The teachers' handbook, *Guide to Teaching About the United Nations and World Affairs*, contains bibliographies for teachers and for students and learning experiences for each school level.

Teachers are invited to write to Mr. John V. P. Lassoe, Jr., Director for Formal Education, American Association for the United Nations, to offer suggestions and criticisms of the teachers' handbook, which is to be revised during 1955.

UNITED NATIONS CONTEST: Student knowledge of the functions and work of the United Nations will be tested in high schools throughout the United States and its territories on March 15, 1955, date of the 29th Annual High School Contest on the United Nations. The competition, sponsored annually by the American Association for the United Nations, will once again take the form of a three-

hour examination, combining short-answer and essay questions.

Top-ranking students in the nation will receive, as first prize, their choice of a trip to Europe or \$500 and, as second prize, a trip to Mexico or \$200. American Youth Hostels, New York City, and the Experiment in International Living, Putney, Vt., will cooperate in the arranging of prize-winning trips. In addition, community organizations in at least twenty-eight states will offer prizes totaling over \$5,000 and several college scholarships to state and local winners.

Announcing the Contest, Mrs. Dana Converse Backus, chairman of the AAUN Education Committee, stressed its educational nature. "For twenty-nine years, we have sought to stimulate an intelligent interest in international organization—in recent years, the United Nations in particular. We are promoting nothing but knowledge of the United Nations, what it is and is not, what it does and does not do. Both the study material and the examination itself are designed to supplement the social-studies curriculum, and we want the Contest to contribute to over-all education for citizenship." Mrs. Backus, who also heads the National Committee of Judges, added that prizes and scholarships were offered simply to provide an extra incentive for careful study of the facts about the United Nations.

Students in all public, private, or parochial high schools are eligible to take the examination. Schools should register through a teacher. Further information may be secured from Miss Mary Hamilton, Contest Secretary, American Association for the United Nations, 345 East 46th Street, New York 17, N.Y. Each school registering will receive one free study kit, with additional kits available at fifty cents each.

Almost 5,000 high schools with an estimated 75,000 participants registered in the 1954 Contest.

CANING & LEADERSHIP: The British system of separating superior students from the mass at about the age of 11 and educating them as an "elite group" to produce leaders is superior to the American plan of lumping "all the boys into one

common or comprehensive school in the hopes that the leaders will emerge from the ruck," stated Field Marshall Viscount Montgomery after receiving an honorary degree from Columbia and delivering a Sachs Lecture on "Education for Leadership," reports the *New York Times*.

Another thing that helps to mold leaders is a liberal amount of beating and caning—a matter that Viscount Montgomery "endorsed wholeheartedly." In this respect, both the English and the American "state schools" (public schools) disappoint him. Apparently it is the public schools (private schools, that is) that support the British cane, rod, and whip market.

"A boy," declared the World War II Field Marshall to laughter and applause, "cannot be expected to imagine intellectually the misery and pain he has the power of inflicting on other people; he has no experience, no imaginative capacity, to enable him to do so. . . . A good beating with a cane can have a remarkable sense of awakening on the mind and conscience of a boy. Not to administer such chastisement in bad cases is in effect a sort of cruel neglect—cruel to the child and cruel to society. I'm for beating the bad boys—not the girls."

The *Times* let it go at that. But some other newspapers went on to quote the Viscount's almost ecstatic praise of caning. He wound up by saying that he had been beaten often as a boy—and was the better for it.

We would like to pause a moment to examine Viscount Montgomery's odd dichotomy in excepting girls from caning in a time when boys and girls are considered equals, with equal rights. If it's wonderful for boys—is it too good for girls? If more girls were caned, would fewer women shoot their husbands?

As for the caning of boys, American educators have sensibly preferred to concentrate their efforts on their students' heads. It has never been proved that the way to a man's heart is through his stomach, and the Viscount hasn't proved that the way to a boy's brain is through the seat of his pants.



The Arrogance Of Ignorance

By RUSSELL PETTIS ASKUE

The arrogance of ignorance
Astounds me every day;
The wisdom, then, of modest men,
Quite takes my breath away.

➤ Book Reviews ➤

ROBERT G. FISK and EARL R. GABLER, *Review Editors*

Educational Psychology, by GLENN MYERS BLAIR, R. STEWART JONES, and RAY H. SIMPSON. New York: The Macmillan Co., 1954. 601 pages, \$4.75.

Two sentences from the preface to this textbook may be quoted as representative of the general point of view of the authors: "The modern teacher is no longer merely a hearer of lessons or an officer who maintains order in the classroom. Instead he is an individual who is concerned with the total development and adjustment of children."

The book embraces twenty-two chapters gathered into five main sections with topics and approximate page proportions as follows: Growth and Development, 14%; Learning, 40%; Adjustment and Guidance, 17%; Measurement and Evaluation, 20%; and The Psychology of the Teacher, 7%. Illustrations and tables are well chosen, chapter references comprehensive enough, and the treatment of the various topics good. Films are recommended for use with each chapter as supplementary visual aids.

"Eeny, meeny, miney"

No one picks a college that way, but to help your high school seniors get the facts together when they need them, *MADMOISELLE's* January issue, now on the newstands, presents *It's a Wonderful College*: all about the small college; colleges for language study; "the best college for me" (by 16 students on 16 campuses).

Available as reprints:

College, Whether to Go, Where to Go (13 pp.)

The Best College for you (12 pp.)

plus... profiles of Agnes Scott, Mills, Radcliffe, Bennington, Iowa State and the universities of Denver, Michigan and North Carolina.

All reprints 10c each.

Send to *College and Careers*

Mademoiselle

575 Madison Avenue, New York 22, New York

Learning receives the most extensive discussion, and the authors have drawn upon significant research over the past fifty years, including connectionism, conditioning, reinforcement theory, expectancy theory in its various forms, field theory, clinical psychology, and child study. Research is also included from such related areas as psychiatry, anthropology, biology, and sociology. While presenting much technical material in ways understandable to college students, the authors have succeeded especially well in illustrating psychological theories by using examples from the classroom.

The final section, Part VI, is entitled "The Psychology of the Teacher," and it is a unique feature of this volume. The teacher is viewed as a "learner" himself in his relations with pupils, with other teachers, with administrators, and with the community. The discussion of how the teacher may grow professionally and maintain wholesome emotional adjustment is practical and worthwhile.

The authors wrote their book "in an effort to supply teachers and prospective teachers with those facts and principles and methods of procedure which have maximal usefulness in the classroom and in other educational situations." They have written a good, solid, well-organized textbook for use in courses in educational psychology.

KENNETH O. HOVET
Associate Professor
College of Education
Univ. of Maryland

Television in School, College, and Community, by JENNIE WAUGH CALLAHAN. New York: McGraw-Hill Book Co., 399 pages, \$4.75.

Whether we classify Jennie Callahan's book as a biography of an infant educational giant or the history of a movement, it is a significant publication. It is not a handbook on production, but members of educational institutions who are using television for direct teaching, demonstrations, or public relations will learn from this book what other institutions are doing and will find that sometimes the same techniques and conclusions have been arrived at by persons working independently.

The author says: "Each [community] is experimenting in its own way with its peculiar materials—according to what it can televise adequately . . . the path ahead is one of highly imaginative and individual experimentation." (Ch. 4, p. 79) She also states "that the present trend in educational tele-

vision is toward the demonstration telecast." (Ch.4, p.77)

The public appearance of a book seems always to lag months behind the completion of the manuscript, and circumstances during the past year and a half may have led or forced some of us to use other techniques, but that does not detract from the value of the book.

The author's style makes for a very readable manuscript; she provides a glossary of technical terms in television and avoids the educational jargon of teachers. She writes with enthusiasm about experimentation in the new medium, but does not attempt to set a pattern. Direct quotations, examples, and samples makes the history practical and interesting.

If there are inaccuracies, they are due to the fact that some of us did an incomplete job of reporting and that some have written with too much enthusiasm. The quotations from community leaders, such as parent-teacher officers, seem to me to offer the most authentic evaluation of the educational television work in a given community.

The book is divided into three parts: (1) Establishing an Educational-Television Station, (2) Programming for Educational Television, and (3) Educational T.V. Writing-Production Techniques.

The first section includes costs of construction,

maintenance, and equipment. The author devotes more space to descriptions of the way in which community committees have been formed and have worked in the establishment of a local educational station. I call attention particularly to the formation and progress of committees or commissions of educators and laymen in the San Francisco Bay Area, in St. Louis, Chicago, and Detroit; and to the television policy of Michigan State College.

More than two-thirds of the book is devoted to programming and production. An extensive bibliography will also prove useful.

MADLINE S. LONG
Consultant in charge of
Radio-Television Education
Public Schools
Minneapolis, Minn.

The Holy Bible in Brief, ed. by JAMES REEVES. New York: The New American Library, 1954. 320 pages, 50 cents.

To obtain an early understanding of the basic concepts of living is an important achievement in the education of youth. This book gives the essentials of the Old and New Testaments. The narrative is simple and direct, with a continuity of the story development that should make a lasting im-

EVALUATION and ADJUSTMENT SERIES

SCIENCE TESTS

MATHEMATICS TESTS

SOCIAL STUDIES TESTS

LANGUAGE ARTS TESTS

a basic high school testing program—accurate, efficient, economical

- help you equate performance and ability
- allow comparison of results — test to test and year to year
- parallel the content of high school courses
- provide the basis for effective educational and vocational guidance.



Request information material from:

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York

2126 Prairie Avenue, Chicago 16

pression on the reader. The authorized King James Version forms the basis for the context and content used in the book.

Since eye hygiene is an important factor, particularly in the case of the young person, it should be noted that the print is adequate and the paper without glare.

An attractive cover design in color is another feature of the book. This color design in motif stained glass windows depicts the Tree of Jesse. E.R.G.

The Enjoyment of Study: In School or On Your Own, by JOHN SOMERVILLE. New York: Abelard-Schuman, 1954. 224 pages, \$2.50.

The Enjoyment of Study is a commonsense approach to problems connected with becoming a successful student. The book is very readable and sets forth many practical suggestions for making study purposeful and satisfying. There is nothing particularly new or startling in the ideas presented; in fact, many of them would be learned the hard way eventually through experience. But everyone will find some helps in it, and many will find it invaluable.

To know one's self—one's possibilities and limitations—is treated as the first step towards full realization of self-development. It is only then that a person can set up his goals. He learns there is nothing mysterious about a man's intellectual self, that the processes of reasoning are not restricted to

the professional few. The mind is a part of a physiological system and works best when the body is well. Problems of fatigue, of outside distractions, of physical surroundings are individual matters, and each person must learn for himself what is best for him. Knowing these, he can discipline himself to follow through a systematic procedure which will bring enjoyment.

The author sets down practical suggestions for getting the most out of reading, writing, taking notes, and doing research; he points out the value of discussion, of review, and of taking examinations, and gives helpful tips on engaging in these basic activities.

The chapter on creative approach to study is very stimulating and should encourage many to develop their talents into creative activities. These, the author feels, bring the fullest measure of joy and satisfaction.

The Enjoyment of Study should be helpful to all engaged in study; it would be particularly helpful to high-school students, who could learn early from it the principles of good study procedure.

ELSIE C. WORTLEY
Shasta Union High School
Redding, Cal.

Public Education Under Criticism, ed. by C. WINFIELD SCOTT and CLYDE M. HILL. New York: Prentice-Hall, Inc., 1954. 414 pages, \$6.35.

The editors of this significant new book call attention to the fact that both lay and professional magazines have published an increasing number of articles critical of public education. In the lay magazines there is still a favorable balance on the side of commendation of the public schools, but the critical articles have been of dramatic interest. In the opinion of the editors, critics are of four main groups: scholars, professional educators, professional writers, and outright enemies of education.

The articles and excerpts that are brought together in this volume represent the opinions of all four, but the editors did not include materials from pamphlets and other publications of "front" organizations: "Approximately three-fourths of the critical selections in this anthology are from lay

BADGES • BOOSTER BUTTONS

RIBBONS • TROPHIES • AWARDS • ARM BANDS • EMBROIDERED PATCHES • LAPEL PINS • PENNANTS • FLAGS • BALLOONS, ETC.

FOR

CONVENTIONS • BASKETBALL AND
OTHER WINTER OR SPECIAL EVENTS

WRITE FOR FREE CATALOG

MIDWEST BADGE & NOVELTY CO., INC.

4420 EXCELSIOR BOULEVARD • MINNEAPOLIS 16, MINN.

CAN YOUR SCHOOL PASS THIS TEST?

Are your standardized tests scored page by page?

Is much time spent scoring daily exercises and tests?

Is evaluation based on a broad enough sample of work?

Are teacher-made tests scored and returned in 3 minutes?

Yes No

.....

.....

.....

.....

If you have answered "yes" to any one of these questions, the MARK-ALL SCOREMASTER can help you. As simple as A-B-C— to use: so low in cost every teacher can have one! ORDER NOW!! ONLY \$7.95 postpaid. For information and quantity prices write to: MARK-ALL CORP. BOX 499, PORTLAND 13, OREGON.

magazines. Practically all of the analyses are from educational journals and about three-fifths of the action articles are also from this source. These proportions seem to reflect differences in editorial policies." Approximately 400 articles published 1940-1952 inclusive were studied, and about 100 were selected for the anthology.

Section I of the volume is an introduction. Section II presents major criticisms of public education, including those of Fuller, Hutchins, Bestor, Mortimer Smith, and many others. The section also contains some articles that are friendly to public education. Section III is called "Evaluation of

Critics and of Criticisms." Section IV, titled "Handling Criticisms," presents articles on what teachers and others have done to defend themselves against attack. Section V represents the conclusions of the editors and offers generalizations and suggestions for constructive action. Their bias for the public schools is apparent in many ways, but the usefulness of the volume is not impaired on this account. It is certain to be widely read and critically studied in schools of education as well as wherever teachers and parents seek to be well informed about practices and progress in public schools.

J.C.D.

Teacher as Pitchman

For example, let us assume that our pupils are to read *Silas Marner*. We ask the class whether any of them have ever felt that they have been punished unjustly or have been wrongfully accused. A surprising show of hands will reveal that many have had one or the other of these experiences. We then explain that *Silas Marner*, about whom they are to read, suffered a cruel injustice. In this way we establish a link between the lives of our pupils and that of the book-character. To arouse further interest, we say that the book is a mystery story, that it con-

tains a robbery, horse racing, the sudden disappearance of one of the leading characters, and a love story. . . .

If we are preparing to introduce *A Tale of Two Cities* to our pupils, what could be more challenging than to tell them that here is a story of treason, murder, grave-robbing, and a beautiful girl with whom two men are in love? These devices are merely used to kindle initial interest. Once started, most pupils will read on for themselves.—LOUISE BENNETT in *The English Journal*.

Do you need help
for retarded readers
...slow learners?

THE AMERICAN ADVENTURE SERIES

Edited by
Dr. Emmett A. Betts

14 biographical book-length titles in this graded corrective reading series furnish high interest stories for low ability readers. The series is divided into five levels of readability.

Authoritative handbook on corrective reading for entire series and easy-to-follow guide book for each title is available to aid busy classroom teachers.

WHEELER PUBLISHING COMPANY
Dept. 85 • 3831 South Parkway, Chicago 16

Please send me your NEW four-color map of historic U. S. Trails and information on your graded corrective reading program based on high interest level books for low ability readers.

Name

Address

City

State

How many of these 23 basic skills have your pupils mastered?

- | | |
|--|--|
| <input type="checkbox"/> How to Use Parliamentary Procedure | <input type="checkbox"/> How to Locate References on a Topic |
| <input type="checkbox"/> How to Understand Social-Studies Reading | <input type="checkbox"/> How to Read a Graph |
| <input type="checkbox"/> How to Use an Encyclopedia | <input type="checkbox"/> How to Read Percentages, Estimates, and Figures |
| <input type="checkbox"/> How to Make an Honest Report | <input type="checkbox"/> How to Read Pictorial Graphs and Maps |
| <input type="checkbox"/> How to Use a Dictionary | <input type="checkbox"/> How to Outline Social-Studies Material |
| <input type="checkbox"/> How to Use a Map | <input type="checkbox"/> How to Prepare a Good Report |
| <input type="checkbox"/> How to Use an Atlas | <input type="checkbox"/> How to Give an Oral Report |
| <input type="checkbox"/> How to Do Committee Work | <input type="checkbox"/> How to Make a Written Report |
| <input type="checkbox"/> How to Take Part in a Social-Studies Discussion | <input type="checkbox"/> How to Make a Current Events Report |
| <input type="checkbox"/> How to Use the Library Card Catalog | <input type="checkbox"/> How to Take Notes |
| <input type="checkbox"/> How to Use an Index | <input type="checkbox"/> How to Draw Conclusions |
| <input type="checkbox"/> How to Use the <i>World Almanac</i> | |

The 10th printing is the Revised, Enlarged 1954 Edition:

SOCIAL-STUDIES SKILLS

with Individual Self-Testing Key

By FORREST E. LONG and HELEN HALTER

The tenth printing of SOCIAL-STUDIES SKILLS marks the second printing of the Revised, Enlarged 1954 Edition, in which 3 new skills bring the total to 23. More useful than ever, this popular textbook for pupils allows teachers to make more efficient use of their time in bringing pupils quickly to a point of competence in the 23 basic social-studies skills.

This humorously illustrated book makes it fun for pupils to learn the skills that will improve their daily social-studies work. Busy teachers are relieved of an endless mass of detailed preparation and instruction. Pupils can even work along on their own, checking one another's work with the *Individual Self-Testing*

Key. There are directions, practice materials, tests, and retests on each of the 23 skills.

Use SOCIAL-STUDIES SKILLS, and your school will have a new talking point in the community. You can say with pride that in one class alone your pupils are being taught 23 practical skills that will be useful to them throughout life. You can say it at P.T.A. meetings, before service clubs, and wherever criticism of the schools arises.

Order a copy for each of the social-studies teachers today. They can make good use of their personal copies while a quantity order for the pupils is being considered.

List price of book, \$1.85; list price of key, 12¢

INOR PUBLISHING CO.

**207 Fourth Ave.
New York 3**

The January Clearing House Is Here

The following excerpts are clues to good professional reading in 'THE CLEARING HOUSE for January.

The activity program is one of the prime reasons for the present increased holding power of the schools.—Gerald M. Van Pool, p. 262.

The two organizations had long wooed one another. Some years ago the National Better Business Bureau provided the funds, some \$400,000 "with no strings attached," for the preparation of a series of eleven bulletins on consumer-education problems. Thomas H. Briggs, Emeritus Professor of Education and a long-time *padre* of the NASSP, was chairman of the committee that produced the bulletins and he is chairman of the new corporation.—Forrest E. Long, p. 264.

Tutoring, an almost forgotten art, has been the method of instruction for talented pupils since time immemorial. . . . In the Bedford, Ohio, City Schools . . . I direct a tutoring and guidance program for children whose I.Q.'s are above 130.—Paul H. Holcomb, p. 268.

With the advent of low-cost, compact television cameras, it is now feasible for educational institutions to plan intra-tele-systems that have exciting potentialities.—Philip Lewis, p. 271.

What are the most important guidance services and activities to be included in an emerging program of services, and who should give service and leadership in providing them? A survey of guidance

specialists was made to obtain their opinions on these questions.—George L. Keppers, p. 274.

The purpose of my study was to determine some of the most effective practices for the self-improvement of foreign-language teachers in senior high schools in the United States.—Walter H. Campbell, p. 277.

"If you had a choice to do it over again, would you want your son or daughter to choose English and world history in a multiple-period class or in a regular class situation?" Of the 120 parents, 112—or 93 per cent—indicated that if given a choice to do it over again they would want their children to choose the multiple-period class rather than regular classes.—Arthur H. Mennes, p. 282.

A special circular was sent to the principals of the junior high schools in 1953, asking for a city-wide junior-high-school attack on vandalism. The principals were requested to submit reports of specific programs planned for their schools to help reduce vandalism.—Fox and Lazes, p. 287.

I have awakened to a full realization of the fact that I no longer love to teach English. It has become to me an anathema—not the language nor the literature, but the teaching of that subject generally denominated English 7A-7B.—Blair Hathaway, p. 291.

Articles featured in the January Clearing House:

Cherish Your Activity Program! (Care & Control)	Gerald M. Van Pool	259
A New Approach to Secondary Education?	Forrest E. Long	264
Tutoring: Decisive Plus for Bedford's Gifted Pupils	Paul H. Holcomb	268
Two-Way Video is Practical for Schools	Philip Lewis	271
Guidance Services in Order of Importance	George L. Keppers	274
Self-Improvement for Teachers of Foreign Language	Walter H. Campbell	277
What Parents Think of the Multiple Period	Arthur H. Mennes	280
Dramatizing Parliamentary Usage	Laverne Bane	284
Children, Spare That Window! (Vandalism Curbs)	J. G. Fox & A. H. Lazes	287
Why I Walked Out on English Teaching	Blair Hathaway	291
I Let My Pupils Grade Themselves	Philip Benevento	295
What Principals Should Know About Remedial Reading	Davis & Davis	298
Events Leading Up to the Booby-Trap	William E. Gillis	304
Expert Teachers Are an Experience Curriculum	Carl G. Miller	308

Wisconsin Social Hygiene Briefs

reviews **KIRKENDALL** *a second time:*

"May we again call your attention to Lester A. Kirkendall's excellent book, *Sex Education as Human Relations*. We don't want to seem too enthusiastic but we sincerely believe that Dr. Kirkendall has written one of the most helpful and constructive books on this subject ever to cross our desks.

"This is an excellent aid for administrators and teachers interested in organizing or supplementing their program on family relations. Special suggestions for home economics, physical education, biology, and social-studies instructors are included, as well as generally helpful tips for other faculty members. The philosophy and objectives of sex education and the roles the church, the school, and the rest of the community can play in this phase of our children's development are thoroughly discussed.

"A very complete bibliography of pamphlets, books, films, state programs, etc., is included for the teacher. We suggest this book for teacher training where a program of sex education is being integrated."—*Wisconsin Social Hygiene Briefs*

SEX EDUCATION AS HUMAN RELATIONS

A Guidebook on Content and Methods

By **LESTER A. KIRKENDALL**

*Associate Professor of Family Life Education
School of Home Economics, Oregon State College*

FORMERLY: Director of the Association for Family Living, Chicago, Ill. . . . Senior Specialist in Health Education, U. S. Office of Education, Washington, D.C. . . . Head of Division of Guidance, College of Education, University of Oklahoma . . . Chairman of National Committee on Education for Marriage and Family Life in the Schools of the National Council on Family Relations.

Foreword by Robert J. Havighurst, Professor of Education, University of Chicago

List price \$4.50

INOR PUBLISHING CO.

207 Fourth Ave.
New York 3

➤ Audio-Visual News ➤

FLORIDA KEYS: *Birth of a Florida Key*, 14 min., sound B&W \$45, color \$140, distributed by Films of the Nations Distributors, 62 W. 45th St., New York 36, N. Y. The story of the Florida Keys, a chain of 700 islands extending into the Caribbean Sea—each one the original creation of bush and bird. The film offers a colorful lesson in ecology, the study of the mutual relationships between organisms and their environment. (Jr.H, HS)

GAS: *Natural Gas—Science Behind Your Burner*, filmstrip, 42 frames, B&W, free loan, issued by American Gas Association, 420 Lexington Ave., New York, N. Y. The story of what goes on behind the scenes to bring natural gas to our homes. Kit accompanying the strip includes bulletin-board charts, teachers' material, and material for distribution among individual pupils. (Jr.H, HS)

GESTURE: *Public Speaking: Movement and Gesture*, 1 reel, sound, color \$110, B&W \$55, issued by Coronet Films, Chicago 1, Ill. Helps beginning speakers appreciate the functions, values, and ways to study movement and gesture in speaking. Demonstrates common techniques that are appropriate

and effective and suggests ways to develop ease and spontaneity of action. (Jr.H, HS)

ART SPECIALTIES: "Exploring Art Series," 3 color films, 5 min. each, rental \$3 each for 3 days, sale \$60 each, \$165 for 3, issued by Bailey Films, 6509 De Longpre Ave., Hollywood 28, Cal. Produced and directed by Frank Bach, Art Education Dept., Univ. of Wisconsin, and Reino Randall, associate professor of art, Central Washington College of Education.

Crayon Resist shows designs created by various uses of wax crayons and rubber cement, both of which act as a resist to watercolor or tempera washes, resulting in striking designs for textiles, murals, advertising, etc. College students and elementary-school pupils demonstrate technique. *Torn Paper* demonstrates a new kind of art expression in which students tear out a variety of shapes, figures, designs from sheets of colored paper, and mount on paper background. *Monotype Prints* shows a "different approach to simple print making." Demonstrators make prints by drawing on glass with household cement. Paint is spread over the surface with a brush; paper is then smoothed over the design and the finished print is removed. Variations in use of

COMMUNITY IN CRISIS

The elimination of segregation from a public school system

by James H. Tipton

How segregation was ended in the schools of a midwestern city is told in this timely book. It describes and analyzes the events and pressures that followed school strikes by white adolescents to enforce their demand that Negroes be withdrawn from the school.

Because this absorbing case study highlights *what* the school administration did in this critical situation—how it dealt with the student strikers and their families, how board of education support was utilized, how the local press was rallied, how community good will was built, how teaching staff strengths were used—the book will be useful to school superintendents, boards of education, and principals.

1953 180 pp. Cloth \$3.75

BUREAU OF PUBLICATIONS
Teachers College, Columbia University, New York 27

School Science and Mathematics

We Cover the Earth

Is read by subscribers in every state of the Union, all provinces of Canada, and thirty-three foreign countries. It is owned by teachers, managed by teachers, and edited by teachers.

It comes to your desk every school month.

Interesting Articles in Volume 53

Science and School Camping—Human Conservation—Wonderland of Geology—Mass Education—The Trisection of the Area of a Circle—Conservation Across the United States—New Developments in Atomic Energy—Elementary Science Teaching Hints—The Place of Mathematics in Secondary Education—The Science Janus—Seashore Shell Life of the Northwest—Artificial Magnets—Arithmetic for Arithmetic Teachers—How to Use the Textbook in Science Teaching—How Important Is Animal Experimentation to My Health?—The Field Tour Method of Teaching Biology—Oyster Lore.

Helpful Reprints and Supplements

Atomic Energy: A Science Assembly Lecture, Illustrated .....	.25
Mock Trial of B versus A—A Play for the Mathematics Club .....	.30
100 Topics in Mathematics—for Programs or Recreation .....	.25
Poison War Gases .....	.30
New Emphases in Mathematical Education, with bibliographies, 1949 .....	.25
Popular Mathematics: Bibliography .....	.20
Mathematics Problems From Atomic Science .....	.25
The Mathematics of Gambling .....	.25
Computations With Approximate Numbers .....	.25
The Radical Dream—A Mathematical Play for Puppets .....	.25
Geometry Theorems: A List of Fundamentals .....	.20
How Water Serves Man, A teaching unit .....	.20
Biology Reading List .....	.30
Radioactive Isotopes: A Science Assembly Lecture, Illustrated .....	.25
Kem: Two Games for Chemistry Classes .....	.15
Modern Periodic Arrangements of the Elements; Illustrated .....	.25
Ion Visits the Realm of Air, A play .....	.25
The King of Plants, A play for science clubs .....	.25
Three Families of Great Scientists: dramatized .....	.30
Some Lessons About Bees, A 2-page booklet; Illustrated .....	.20
The Triumph of Science, A play for auditorium programs .....	.25
In a Sound Studio, A play: Physics and Music .....	.25
In Quest of Truth, A play in two parts .....	.25
A Student's Approach to Mechanics .....	.25
Youth Looks at Cancer, A biology play .....	.25
Apparatus for Demonstrating the Fundamentals of Radio .....	.20
Youth Opens the Door to Cancer Control, Bibliographies, 1949 .....	.25
Science in the Grades: Practical Contributions—35 pp. .....	.30
Extracting Aluminum, A one act chemistry play ....	.15
Vitalizing Chemistry Teaching, A Unit on the Halogens .....	.15
Telescope Making Illustrated .....	.25
A Scientific Assembly Program, Wonders of Science .....	.20
What Is Scientific Method? .....	.20
Elementary School Science Library .....	.20
Projection Demonstrations in General Science .....	.20
Atomic Energy—A Play in Three Scenes .....	.30
Motion Pictures for Elementary Science (1949) .....	.25

Orders for Reprints must be prepaid.

SCHOOL SCIENCE AND MATHEMATICS

Price \$4.50—Foreign \$5.00

No numbers published for July, August and September
P.O. Box 408 Oak Park, Ill.

materials and varied adaptations of the medium are shown. (Elem., Jr.H, HS, Coll., Adult)

PAN-AMERICA: *Pan-American Partners* (Current Affairs filmstrip for January), 60 frames, B&W, \$2.50, issued by the Office of Educational Activities, New York Times, New York 36, N. Y. Dominant theme is the strengthening of ties between the Americans of the North and Americans of the South that is forging a more closely knit community in the Western Hemisphere.

With pictures, graphs, charts and maps the strip presents the common bonds of love of freedom and popular government, the ties of economic interdependence, the cementing of a common defense pattern. Historical background covers the Monroe Doctrine and Latin emergence from colonialism.

The strip also puts proper accent on past U. S. policies that bred discord, the instability that marks Latin politics, and the economic, industrial, and social backwardness that retards full use of Latin resources, which are examined in detail. (Jr.H, HS, Coll., Adult)

A-V FOR LARGE CLASSES: Teachers are finding visual aids a great boon to group instruction of large classes, says Pauline K. Sipes in *The Oklahoma Teacher*. First, most learning takes place through the sense of vision, making visual aids an effective means. A second and also extremely important consideration is that visual aids make for attention holding, a factor of utmost importance. Large numbers of diversified interests and abilities makes this a tremendous problem for the teacher of a large group. A third factor to be considered is how to use the individual improvement of a single child to improve the whole group. All three of these needs can more effectively be met through the use of visual aids.

The Helper

... We are now able to look at what goes on between teacher and pupil with fresh insight. Teaching is not "telling." Teaching is assisting the learner, is serving as a consultant for the uninformed, and is reducing the anxiety of the curious so that he (the inquisitive one) may get on with the main task of achieving his own education. In this setting the procedures of assistance, consultation, and anxiety reduction become crucial. Thus method is coming to be viewed as something more than an assortment of verbal tricks in the presentation of academic material.—HOWARD Y. MCCLUSKY in *School of Education Bulletin* (Univ. of Michigan).

McKINLEY DESK OUTLINE MAPS

Sizes and Prices of Desk Outline Maps

a—size 15 x 20 ins. \$3.72 per hundred b—size 7½ x 10 ins. \$.93 per hundred
a—size 10 x 15 ins. \$1.86 per hundred c—size 5½ x 7½ ins. \$.70 per hundred

Carriage Extra

ANCIENT HISTORY

Athens	140bc	Italy, Central	133b
Egypt	140bc	Mediterranean World	113abc
Europe	101ab	Palestine	138abc
Europe, Central & Southern	111ab	Roman Empire	134ab, 136ab
Eastern World	115abc	Rome	142bc
Greece	131b		
Greece & Aegean	130abc		
India	140ab		
Italy	132abc		

COLLEGE ENTRANCE MAPS

Ancient History 20aa

MEDIEVAL & MODERN HISTORY

Austro-Hungary in 1914	126b	France, Netherlands & England	124abc
Balkan Region	93ab	Germany in 1914	125c
Baltic Lands	114ab	Germany in 1914 & 1920	125ab
British Isles	120abc	Japan & Eastern China	149ab
Eastern World	115abc	China	150ab
England	121abc	Mediterranean World	113abc
Europe (bds. of 1921)	72ab, 82abc	Russia in 1914	127ab
Europe (bds. of 1914)	80abc, 101b	Spain	128bc
Europe (no bds.)	99ab, 22aa, 101a	World, Elliptical (bds.)	27aa, 70ab
Europe, Central (bds. of 1914)	112a	World, Mercator (no bds.)	28aa, 71ab, 81abc, 100ab
Europe, Central (no bds.)	21aa, 112b	World, Divided at 60° East	
Europe, Central & Southern in 1914	111ac	Longitude (no bds.)	100ab
Europe, Central & Southern (no bds.)	111b		
Europe, Southeast & East Mediterranean	115abc		

COLLEGE ENTRANCE MAPS

European & English History 10aa

AMERICAN HISTORY

Central America & Mexico (bds.)	170ab	South America (bds.)	76ab, 86abc, 105ab
Eastern United States (bds.)	177abc, 194ab	Southwestern United States (no bds.)	171b
Europe in 1921	72ab, 82abc	United States (bds.)	23aa, 78ab, 160ab, 175abc, 176abc
Middle Atlantic States	183b, 187abc	United States (no bds.)	81abc
Middle Atlantic Colonies	195b	West Indies & Mexico (no bds.)	172ab
Mississippi Valley	178abc	World Elliptical (bds.)	27aa, 70ab
New England States	182b, 185abc	World, Mercator (no bds.)	28aa, 71ab, 81abc, 100ab
New England Colonies	186b	World, Divided at 60° East Longitude (no bds.)	100ab
North America (National bds.)	73ab, 81abc, 104ab		
North America (State & Province bds.)	25aa, 79a		
Pacific Coast	179abc, 180b		
Pacific Ocean	107ab		
Philippine Islands	260bc		
Southern States	184b, 185abc		
South Atlantic Colonies	189b		

COLLEGE ENTRANCE MAPS

American History, United States & Central America 19aa

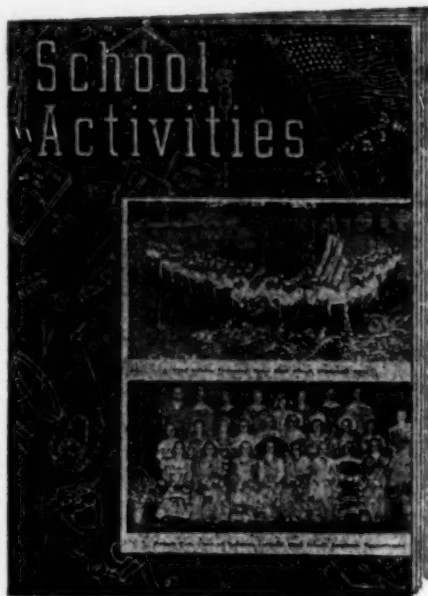
Write for Complete Catalog and Samples

McKINLEY PUBLISHING COMPANY

809-811 North 19th Street

Philadelphia 30, Pa.

Leading Educators Agree . . .



School Activities Magazine

is a valuable asset
to every school

"Every issue is full of good ideas."
—Gerald M. Van Pool, National
Education Association

"School Activities Magazine should
be in the library of every high school
in the country."—E. A. Thomas,
Commissioner, Kansas State High
School Activities Association.

And Here's Why . . .

In monthly issues during the school year, SCHOOL ACTIVITIES Magazine tells you the all-important "how-to-do-it" of successful school programs. Outstanding contributors give suggestions for planning activities, and articles from schools over the entire United States tell you how THEIR school handled a particular event. In your school library, it will be invaluable to student leaders and faculty sponsors.

The contents cover activity programs, school assemblies, class plays, clubs, athletics, student publications, student government, debate, financing activities, homerooms, pep clubs, music, commencement, parties and banquets, and other miscellaneous extra-curricular activities.

SUBSCRIBE NOW!

SCHOOL ACTIVITIES Publishing Company
1041 New Hampshire, Lawrence, Kansas

Please enter my subscription to SCHOOL ACTIVITIES Magazine.

One Year at \$3.50 ☐

Two Years at \$6.25 ☐

Name

Street

City State